

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140165 P015B140165

Univ of Washington

**University of Washington
Southeast Asia National Resource Center and Foreign
Language and Area Studies Fellowships Application
CFDA Numbers 84.015A & B**



University of Washington
OFFICE OF SPONSORED PROGRAMS

*Office of Research
Office of Sponsored Programs*

June 26, 2014

Cheryl Gibbs
US Department of Education (DOEd)
Application Control Center
Attn: (CFDA numbers 84.015A & B)
LBJ Basement Level 1
400 Maryland Avenue SW
Washington, DC 20202-4260
USA

Dear Cheryl Gibbs:

The University of Washington is pleased to submit this letter in support of the application entitled "Comprehensive National Resource Center and Foreign Language Area Studies Fellowship Programs." This application was prepared by Professor Laurie Sears, from the department of HISTORY.

We present this application for your review and request support in the amount of \$2,519,012 for the period August 15, 2014 through August 14, 2018.

The University of Washington reserves the right to negotiate the Terms and Conditions of the award should this application be funded.

Thank you for your consideration.

Sincerely,

Laurie Salehi
Grant & Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Please reference our #A95325 on all correspondence concerning this application.

Application for Federal Assistance SF-424*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

*** 3. Date Received:****4. Applicant Identifier:**

A95325

5a. Federal Entity Identifier:**5b. Federal Award Identifier:****State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:***** a. Legal Name:**

University of Washington

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

916001537

*** c. Organizational DUNS:**

0428035360000

d. Address:*** Street1:**

Office of Sponsored Programs

Street2:

4333 Brooklyn Avenue NE

*** City:**

Seattle

County/Parish:

King

*** State:**

WA

Province:*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

98195-9472

e. Organizational Unit:**Department Name:**

Henry M. Jackson School of International Studies

Division Name:

Southeast Asia Center

f. Name and contact information of person to be contacted on matters involving this application:**Prefix:***** First Name:**

Lynette

Middle Name:*** Last Name:**

Arias

Suffix:**Title:**

Director, Office of Sponsored Programs

Organizational Affiliation:

University of Washington

*** Telephone Number:**

206-543-4043

Fax Number:

206-685-1732

*** Email:**

osp@uw.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Centers & Foreign Language & Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

NRC: 053014-001 FLAS: 053014-002

* Title:

National Resource Centers & Foreign language & Area Studies Fellowships Program

13. Competition Identification Number:

FR Doc: 2014-125581

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

N/A

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers & Foreign Language & Area Studies Fellowships Program,
Southeast Asia

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

WA-007

* b. Program/Project

WA-007

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

8/15/2014

* b. End Date:

8/14/2018

18. Estimated Funding (\$):

* a. Federal

631,893

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

631,893

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☒ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Lynette

Middle Name:

* Last Name:

Arias

Suffix:

* Title:

Director, Office of Sponsored Programs

* Telephone Number:

206-543-4043

Fax Number:

206-685-1732

* Email:

osp@uw.edu

* Signature of Authorized Representative:



* Date Signed:

6/26/14

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

<p>1. Type of Submission: (Required) Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> ▶ Pre-application ▶ Application ▶ Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date. 	<p>10. Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.</p>
<p>2. Type of Application: (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> • New: An application that is being submitted to an agency for the first time. • Continuation: An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision: Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <div style="margin-top: 10px;"> <div style="display: flex; justify-content: space-between;"> A. Increase Award D. Decrease Duration </div> <div style="display: flex; justify-content: space-between;"> B. Decrease Award E. Other (specify) </div> <div style="display: flex; justify-content: space-between;"> C. Increase Duration </div> </div>	<p>11. Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>
<p>3. Date Received: Leave this field blank. This date will be assigned by the Federal agency..</p>	<p>12. Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.</p>
<p>4. Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.</p>	<p>13. Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.</p>
<p>5a. Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.</p>	<p>14. Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.</p>
<p>5b. Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.</p>	<p>15. Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.</p>
<p>6. Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.</p>	<p>16. Congressional Districts Of: 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.</p>
<p>7. State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.</p>	<p>17. Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.</p>
<p>8. Applicant Information: Enter the following in accordance with agency instructions:</p> <p>a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov.</p> <p>b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p>	<p>18. Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses..</p>

<p>c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov.</p> <p>d. Address: Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).</p> <p>e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.</p> <p>f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.</p>	<p>19. Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State</p> <hr/> <p>20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.</p>																								
<p>9. Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0"> <tr> <td>A. State Government</td> <td>M. Nonprofit</td> </tr> <tr> <td>B. County Government</td> <td>N. Private Institution of Higher Education</td> </tr> <tr> <td>C. City or Township Government</td> <td>O. Individual</td> </tr> <tr> <td>D. Special District Government</td> <td>P. For-Profit Organization (Other than Small Business)</td> </tr> <tr> <td>E. Regional Organization</td> <td>Q. Small Business</td> </tr> <tr> <td>F. U.S. Territory or Possession</td> <td>R. Hispanic-serving Institution</td> </tr> <tr> <td>G. Independent School District</td> <td>S. Historically Black Colleges and Universities (HBCUs)</td> </tr> <tr> <td>H. Public/State Controlled Institution of Higher Education</td> <td>T. Tribally Controlled Colleges and Universities (TCCUs)</td> </tr> <tr> <td>I. Indian/Native American Tribal Government (Federally Recognized)</td> <td>U. Alaska Native and Native Hawaiian Serving Institutions</td> </tr> <tr> <td>J. Indian/Native American Tribal Government (Other than Federally Recognized)</td> <td>V. Non-US Entity</td> </tr> <tr> <td>K. Indian/Native American Tribally Designated Organization</td> <td>W. Other (specify)</td> </tr> <tr> <td>L. Public/Indian Housing Authority</td> <td></td> </tr> </table>	A. State Government	M. Nonprofit	B. County Government	N. Private Institution of Higher Education	C. City or Township Government	O. Individual	D. Special District Government	P. For-Profit Organization (Other than Small Business)	E. Regional Organization	Q. Small Business	F. U.S. Territory or Possession	R. Hispanic-serving Institution	G. Independent School District	S. Historically Black Colleges and Universities (HBCUs)	H. Public/State Controlled Institution of Higher Education	T. Tribally Controlled Colleges and Universities (TCCUs)	I. Indian/Native American Tribal Government (Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions	J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity	K. Indian/Native American Tribally Designated Organization	W. Other (specify)	L. Public/Indian Housing Authority		<p>21. Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)</p>
A. State Government	M. Nonprofit																								
B. County Government	N. Private Institution of Higher Education																								
C. City or Township Government	O. Individual																								
D. Special District Government	P. For-Profit Organization (Other than Small Business)																								
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K. Indian/Native American Tribally Designated Organization	W. Other (specify)																								
L. Public/Indian Housing Authority																									

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: First Name: Middle Name: Last Name: Suffix:

Address:

Street1:
Street2:
City:
County:
State:
Zip Code:
Country:

Phone Number (give area code)

Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

1. Project Director.

Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2. Novice Applicant.

Check **"Yes"** or **"No"** only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank**.

Check **"Yes"** if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Department of Education Supplemental Information for SF 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check **"No"** if you do not meet the requirements for novice applicants.

3. Human Subjects Research.

(See I. A. "Definitions" in attached page entitled "Definitions for Department of Education Supplemental Information for SF 424.")

If Not Human Subjects Research.

Check **"No"** if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research.

Check **"Yes"** if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check **"Yes"** even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for Department of Education Supplemental Information for SF 424.")

3a. If Human Subjects Research is Exempt from the Human Subjects Regulations.

Check **"Yes"** if all the research activities

proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for Department of Education Supplemental Information Form SF 424."

3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations.

Check **"No"** if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the page entitled "Definitions for Department of Education Supplemental Information Form SF 424"

3a. Human Subjects Assurance Number.

If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended / selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

NOTE ABOUT INSTITUTIONAL REVIEW BOARD APPROVAL.

ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

PAPERWORK BURDEN STATEMENT

According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4700

If you have comments or concerns regarding the status of your individual submission of this form write directly to:

Joyce I. Mays
Application Control Center
U.S. Department of Education
550 12th St. SW, Room PCP 7076
Washington, DC 20202-4260

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

(Attachment to Instructions for Supplemental Information for SF 424)

DEFINITIONS

Novice Applicant (See 34 CFR 75.225).

For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed

to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.*

Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” (1) *If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

- (1) Research conducted in established or commonly accepted educational settings,

involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- (5) Research and demonstration projects which are conducted by or subject to the approval of

department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

- (6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

- (1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the

characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

- (2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.
- (3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.
- (4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.
- (5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely

effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

- (6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- (7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from:

Grants Policy and Oversight Staff
Office of the Chief Financial Officer
U.S. Department of Education
Washington, DC 20202-4250

Telephone: 202-245-6120

and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:

www.ed.gov/about/offices/list/OCFO/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Washington, Southeast Asia Center, FY 2014-2017

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	92,261	150,129	137,832	131,556		511,778
2. Fringe Benefits	21,270	34,244	31,647	30,308		117,469
3. Travel	44,800	16,400	21,400	18,400		101,000
4. Equipment						
5. Supplies	10,500	10,500	10,500	10,500		42,000
6. Contractual						
7. Construction						
8. Other	85,700	39,550	49,850	62,850		237,950
9. Total Direct Costs (lines 1-8)	254,531	250,823	251,229	253,614		1,010,197
10. Indirect Costs*	20,362	20,066	20,098	20,289		80,815
11. Training Stipends	357,000	357,000	357,000	357,000		1,428,000
12. Total Costs (lines 9-11)	631,893	627,889	628,327	630,903		2,519,012

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 3/5/2013 To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 8 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is % .

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <div style="margin-left: 250px;"> Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs </div>	TITLE <div style="border: 1px solid black; padding: 2px;">Director, Office of Sponsored Programs</div>
APPLICANT ORGANIZATION <div style="border: 1px solid black; padding: 2px;">University of Washington</div>	DATE SUBMITTED <div style="border: 1px solid black; padding: 2px; text-align: center;">6/26/14</div>

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

CERTIFICATION REGARDING LOBBYING**Certification for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** APPLICANT'S ORGANIZATION**

University of Washington

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: * First Name: Lynette Middle Name:

* Last Name: Arias Suffix: * Title: Director, Sponsored Programs

* SIGNATURE: Completed on submission to Grants.gov * DATE: Completed on submission to Grants.gov



6/26/14

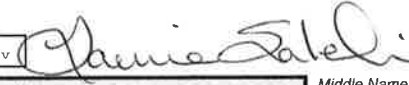
Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: University of Washington * Street 1: Office of Sponsored Programs Street 2: 4333 Brooklyn Avenue NE * City: Seattle State: WA Zip: 98115 Congressional District, if known: WA-007		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: N/A		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: National Resource Centers & Foreign Language & Area Studies Fellowship Program CFDA Number, if applicable: 84.015A & B	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name: N/A Middle Name * Last Name: N/A Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name: N/A Middle Name * Last Name: N/A Suffix * Street 1 Street 2 * City State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Completed on submission to Grants.gov  Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs * Name: Prefix * First Name: Lynette Middle Name * Last Name: Arias Suffix Title: Director, Office of Sponsored Programs Telephone No.: 206-543-4043 Date: Completed on submission to Grants.gov 6/26/14		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and

SEAC widely and extensively consults with people representing a diversity of perspectives. SEAC includes faculty, staff, and especially students from underrepresented minority groups and underserved communities. Women make up over half of the Center's administrative staff, which also includes faculty of color. SEAC faculty are ethnically and physically diverse with Asian American, Asian, European and African American members as well as faculty with disabilities. Seattle is home to a wide range of Southeast Asian American and other Asian American communities of all political persuasions, and these students populate SEAP courses. SEAC is careful to include programming that speaks to these diverse audiences. Center faculty regularly consult with members of the armed forces, with policy-makers, with community leaders, and with artists, writers, and performers. Center faculty and graduate students offer lectures at retirement homes and we regularly admit access students (retirees) into our classes. Our work with government leaders from the U.S. and from SE Asian countries brings together people of widely varying viewpoints and we are eager to present public platforms for these encounters.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

SEAC's work with underrepresented faculty and students through our collaboration with the UW Center for Teaching and Learning's Interactive Theater as Pedagogy classes and workshops allows us to highlight concerns about chilly environments, racial profiling, lack of diversity in programming across the University, and to address all of these needs through creative dialogue and innovative pedagogy. SEAC faculty Bonus and academic staff Ronquillo and SEAC Outreach Coordinator T. Sears teach classes and mediate discussions between faculty and students across the UW campus. SEAC ensures equitable access to and participation of people with special needs at all of its events and in all of its academic programming. SEAC has collaborated with Indonesia's Institute for Education and Arts (LPSN) for the past six years, teaching diversity of viewpoints and respect for other ethnicities and religions in Indonesia's Islamic Schools.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Washington Southeast Asia Center

Name/Title of Authorized Representative (Printed): Lynette Arias

Title: Director, Sponsor Programs

Telephone: 206-543-4043

Signature:

E-mail: osp@uw.edu

Date:

6/26/14

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Plan for Ensuring Equity of Access and Participation in Grant Activities
(Section 427 of GEPA)

“At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all.”

President Michael Young

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

The UW is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

The following statement appears on all Southeast Asia Center publicity:

“The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. To request disability accommodation, contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at dso@u.washington.edu.”

All campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking and restrooms. The UW’s Disabled Student Services Office provides special needs personnel for disabled students. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided on a regular basis. In-class note taking is available on request. Other accommodations, such as classroom reassignment, technical equipment and priority registration are used as needed by permanently or temporarily disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer, the UW hosts around 50 disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. The DO-IT website (<http://www.washington.edu/doit>) is a nationwide resource for faculty and administrators in post-secondary institutions, providing information on academic accommodation strategies for students with disabilities, rights and responsibilities of students and faculty with disabilities, and other resources.

As a condition of being a federal contractor, the UW maintains an affirmative action program and has an Office of Equal Opportunity and Affirmative Action. Annually,

deans and department chairs are provided an “Affirmative Action Update,” which includes reports on faculty workforce, utilization, and goals for minorities and women. Goals are established by each school or college and University-wide and are updated annually. Where there are goals, special efforts are made to recruit and hire minorities and women. The University also sets campus-wide goals for persons age 40 and over, persons with disabilities, disabled, and Vietnam era veterans; special efforts are made to recruit and hire from these groups in goal areas. On an annual basis, deans review with department chairs the status of each department in meeting affirmative action goals. This information is to be shared with search committees as well.

UW puts much effort into the recruiting of minority, economically disadvantaged, or other underrepresented groups.

The UW's Office of Minority Affairs and Diversity mission is to ensure the access and academic success of diverse populations through the advancement of knowledge, academic excellence, diversity, and the promotion of values, principles, and a climate that enriches the campus experience for all.

UW is at the forefront of a new collaborative effort to help institutions recruit diverse faculty and staff and assist dual-career couples seeking employment throughout the state. The UW, along with the Bill and Melinda Gates Foundation and the Fred Hutchinson Cancer Research Center, launched the Greater Washington State Higher Education Recruitment Consortium (GWS HERC) in October 2013. The GWS HERC provides resources to employers seeking talented and diverse employees and assists jobseekers looking for work, including couples seeking employment in similar locations. The UW Office for Faculty Advancement manages the consortium.

The Office of the Provost for Faculty Advancement has allocated funds for the 2013-2014 Faculty Recruitment Initiative. Funds will be dedicated to recruitment of junior and senior faculty in all three campuses whose research, teaching, practice, and community service agendas address historical, methodological and applied concerns/issues relating to underrepresented and/or underserved communities.

The UW's Center for Teaching and Learning proposes strategies for employing inclusive teaching and provides resources, examples, and perspectives from students and faculty to help members of the UW teaching community teach more inclusively.

The Center for Multicultural Education (CME), in the College of Education, is an internationally recognized Center that provides professional development for teachers and faculty members interested in curriculum transformation. Faculty members associated with the Center have national and international reputations in diversity in curriculum instruction, assessment, and educational policy. CME also figures prominently in diversity research.

The College of Arts and Sciences has a Diversity Minor designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations.

The University of Washington's Institute for the Study of Ethnicity, Race and Sexuality, is an interdisciplinary research center dedicated to bringing the tools of contemporary social science inquiry to the careful examination of issues of social, economic, and political exclusion and disadvantage of marginalized minority populations in the United States, and their potential solutions. The Core Services Offered are:

Help establish the University of Washington as a recognized center of excellence for minority-related research and graduate training in the social sciences, by:

Creating an institute that facilitates minority focused research through grant-seeking, intellectual exchange, and on-campus activities;

Raising the profile on-campus of questions and issues related to minority life in the United States;

Creating connections to the wider community;

Providing an enlarging research community to faculty and graduate students working on questions of disadvantage; and

Assisting the College and Departments in attracting and retaining faculty and graduate students from diverse backgrounds or whose work addresses questions in inequality or difference.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input checked="" type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

[illegible]

National Resource Centers and FLAS Fellowship Program
University of Washington: Southeast Asia
FY 2014-17
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National Resource Centers and FLAS Fellowship Program
University of Washington: Southeast Asia
FY 2014-17
Abstract

The Southeast Asian Studies Program (SEAP) at the University of Washington (UW) has provided resources and teacher training for the study of Southeast Asia (SEA) in Washington State and the Pacific Northwest for over 50 years. Our mission is to promote the study of SEA and SE Asian languages by graduate, undergraduate, and K-12 students and to further the understanding of SEA within government, media, and businesses communities and among the broader public, regionally and nationally. The SEA Center (SEAC) and SEAP are housed in and supported by the Henry M. Jackson School of International Studies (JSIS). SEAP offers a BA in Asian studies, an MA in international studies with a focus on SEA, and an MA in SEA studies. Other MA and doctoral students with research and career interests in SEA pursue degrees in 16 departments and eight professional schools across campus.

SEAC has 60 faculty who teach about the 11 countries of SEA in various disciplines across the Arts & Sciences, the Medical Sciences, and the professional schools. SEAC now offers comprehensive language study in Indonesian, Khmer, Tagalog, Thai, and Vietnamese, with Burmese being offered through self-directed, tutorial study. The program is supported by one of the most extensive library collections of contemporary SEA materials in the country, with over 235,335 books, periodicals, and archival sources in the collection. UW SEAC's strength as a national center for SE Asian studies will continue to expand in FY 2014-17 with new language offerings in Advanced Khmer and continued advanced language training in Indonesian, Vietnamese, and Tagalog. The thematic focus for the FY 2014-17 grant period, *Engaging Diverse Communities through Southeast Asian Studies*, proposes to add a seed-funded position in Buddhist Mainland SE Asia to reach out to spread knowledge of Buddhist lowland SE Asian cultures on campuses in Seattle and Washington State and to the diverse communities of Khmer, Lao, and Thai Americans whose children fill our classrooms. We propose an extensive collaborative project with south Seattle's Highline Community College. A project linking Native American communities of the Suquamish people with similar coastal communities in Palawan, Philippines links underserved communities across the world. We will increase in-depth coverage of SE Asian LCTLs nationally through the support of a new SEA Language Resource Center and the development of SE Asian language proficiency tools.

SEAC's ongoing commitment to K-12 programming will be enhanced through our work with Washington State's only dual language program in Vietnamese. Building upon our popular Master Teacher programs, we will offer a Certificate in SE Asian Studies, training teachers in the histories, arts, and religions of SEA by the end of the grant period. SEAC will also develop a study abroad program to take these teachers to Indonesia. Additional overseas programs will continue to take students to Cambodia, Tinjil Island-Indonesia, Laos, Singapore, Thailand, Timor Leste, the Philippines, and Viet Nam. We have developed a series of new courses for the MA in SE Asian Studies and will be welcoming our fifth cohort in the Fall. SEAC will bring speakers from SEA, exhibitions of art, material cultures, and performances to the general public through collaborations on campus, with K-12 teachers, with local community colleges, and with local and international Southeast Asian communities.

Key to Acronyms

AAS	Association for Asian Studies
A&S	College of Arts & Sciences
ACTFL	American Council for Teaching Foreign Languages
AES	American Ethnic Studies
CC	Community College
JSIS	Henry M. Jackson School of International Studies
LCTL	Least Commonly Taught Languages
LPSN	Institute for Education in the Arts of Indonesia
MAIS	Master's in International Studies
MSI	Minority Serving Institution
NCSS	National Council for the Social Studies
NGO	Non-government Organization
NIE	Seattle Times "Newspapers in Education" program
OEA	Office of Educational Assessment
SEA	Southeast Asia
SEAC	Southeast Asia Center
SEAP	Southeast Asian Studies Program
SEASSI	Southeast Asian Studies Summer Institute
UG	Undergraduate
UW	University of Washington
WA	Washington State

University of Washington, Seattle

Comprehensive NRC & FLAS: Southeast Asia, FY 2014-2017

1. Commitment to Subject Area

The Southeast Asia Center (SEAC) and Southeast Asian Studies Program (SEAP) at the University of Washington (UW) work together with SEA NRCs nationally, and our NRC colleagues at UW and in the Northwest, to pool resources and efforts as we recognize that we are all stakeholders in the project of revitalizing area studies in the face of budgetary constraint. SEAC's distinction as a center for teaching language and area studies will be strengthened over the next four years by the addition of Advanced Khmer, the continued expansion of advanced language training in Filipino, Vietnamese, Thai, and Indonesian, and an increase of our comprehensive coverage of anthropology, archaeology, international studies, law, history, global health, museology, and the performing arts of SEA to Washington State (WA) community colleges (CCs) and Minority Serving Institutions (MSIs) nationally.

Table 1.1: UW Support for SEAP	
Number of Faculty	60
SEA Library Materials	475,000
SEA Courses Offered	283
Enrollments	1,794
Total UW Support	5,447,122

Already strong in social sciences and professional schools, SEAC increased strength in the SEA humanities in FY 2010-13 with the successful tenure of USED seed-funded C. Sunardi, Ethnomusicologist of Islamic Musics of SEA and the recent hire of a new Lecturer for Vietnamese in Asian

Languages & Literature (AL&L), who will teach courses in Vietnamese literature and politics for advanced students. The thematic focus for FY 2014-17, *Engaging Diverse Communities Through Southeast Asian Studies*, will increase in-depth coverage of SEA through adding 3rd year Khmer, a new Master Teacher Certificate Program for K-12 teachers; a new Diversity Certificate for SEA graduate students; an Anthropology hire in Mainland Buddhist SEA; new SEA collaborations with CCs and MSIs both regionally and nationally; and exchanges with Native

American and Filipino museums. UW's commitment to SEAC is reflected in UW President Michael Young's statement: "With our longstanding commitment to global research and citizenship, the University of Washington considers the Title VI programs of the U.S. Department of Education to be an indispensable element of our strategic approach."

UW commitment for SEAC will remain strong for FY 2013-17 despite historic budgetary constraints, with continued support for staff and significant funds for evaluation provided by the provost and College of Arts & Sciences (A&S) (Table 1.2). The Jackson School of International Studies (JSIS) is the administrative home for SEAC and is unique in the nation in bringing together eight NRCs, a comparative religion program, and programs for Jewish studies, African studies, and Latin American and Caribbean studies. The UW's significant increase in its commitment to SEAP over the past four years is reflected in their commitment to a new USED seed-funded tenure-track position in Anthropology (Sec. 8). The School of Music contributed over \$40,000 toward the purchase and gamelan instruments and \$20,000 to bring performing artists from Indonesia for a major concert of music, dance, and shadow puppetry in 2014.

Administrative Support for SEAC and JSIS. The UW provides approximately \$72,000 each

Table 1.2: UW Support (Dollars) for SE Asian Studies, 2012-13	
Faculty Compensation	3,318,400
Staff Compensation	680,000
Library Staff, Acquisitions	746,722
Graduate Student Support	212,000
Total	4,957,122

year in direct costs for support of SEAC programming and office staff as well as providing over \$608,000 a year for JSIS fiscal, student services and support staff including full support for the .90 FTE FLAS coordinator position.

Instructional Support. The size of the SEA faculty has quadrupled over the past 25 years, with five new permanent faculty lines added since 2002. For FY 2014-17, UW will continue its support for Indonesian, Thai and Vietnamese language positions at 100%, and increase its support of the Filipino position to 100%. ***Linkages With***

Institutions Abroad. The UW and UW Libraries (UWL) maintain over 30 formal and informal linkages with universities across SEA, with formal exchanges including those with National U of Singapore, Thailand's Chulalongkorn U, Viet Nam's U of Danang, and Indonesia's U of Indonesia and Gadjah Mada U, to name just a few. An MOU with the Institute of Asian Studies at U of Brunei is currently underway and the UW Nursing program maintains strong links with Faculties of Nursing with 5 universities in Thailand. The UW has taken a leading role in promoting the Council for International Education (CIEE) study abroad programs in Thailand, Viet Nam and Indonesia and offers a top-ranked Comparative History of Ideas UG program in Viet Nam, Timor Leste, Thailand and Cambodia. A STEM Field School on Indonesia's Tinjil Island Indonesia is held every summer. ***Outreach.*** The Center's extensive outreach to K-12 and post-secondary educators receives institutional support for staff salaries, programming, and professional development. JSIS and UWL also contribute to SEAC outreach activities, with annual support for joint outreach activities averaging \$12,000. ***Students.*** JSIS provided five non-FLAS awards to SEA graduate students totaling over \$77,000 in FY 2010-13 and SEAC provided travel awards to 11 graduate students for research and professional development opportunities. Over one-half of SEA's 107 graduate students receive assistantships, fellowships, tuition waivers, or travel funds from UW. ***Library.*** The UW's strong commitment to SEA is reflected in funding of approximately \$380,000 for materials and \$366,722 for salaries per year (Table 5.2). The extent of UW support for the SEA library section is also reflected in contributions to special collections such as \$195,000 for the Bob Jones Collection on Indochina and \$250,000 support for SEA's \$520,000 TICFIA grant for a digital archive on Thai research.

2. Quality of Curriculum Design

2.A. Undergraduate Program. JSIS offers a BA in Asian Studies with a SEA focus. UGs who choose this major must complete at least two years of SEA

language study, in addition to two SEA discipline courses, three Asian civilization courses, and an additional 30 credits from a list of 33 approved SEA elective courses. Students take an UG SEA proseminar in their senior year as a capstone course and write a senior paper under the guidance of a SEA faculty mentor. UG students may also minor in Asian Studies with a SEA focus, requiring 30 credits and at least two years of SEA language study. The enrollment in UG courses with SEA content of 1,278 students greatly exceeds the number of SEA and IS majors demonstrating the broad depth and appeal of our program.

Graduate Program. Two-thirds of the 107 graduate students interested in SEA pursue degree programs in disciplinary fields while one-third are enrolled in professional school programs. SEAC offered a new **MA in SEA Studies** in 2010 with two tracks: social sciences and humanities. The SEA MA requires 36 credits of coursework; 3 years of language study; has a thesis or non-thesis option; and offers close faculty mentoring. Int'l Studies MA students (MAIS) can choose a SEA focus and must take the required curriculum of MAIS courses with electives in SEA studies, complete at least 2 years of SEA language study, write 2 seminar papers, and take an oral exam. Many MAIS students complete the degree with one of six professional school options. JSIS also offers certificate programs with a SEA focus in global trade, the environment, disaster relief management, and museology. In 2014 JSIS added two new graduate programs to its offerings, a Master of Arts in Applied International Studies (MAAIS) and a PhD program. The MAAIS program is an intensive 10-month graduate degree program designed for diplomats, development experts, military, and business leaders. The new JSIS PhD program is unique among IS doctoral programs in that it combines our strength and expertise in area studies with 4 foundational fields: Religions, Cultures and Civilizations; States, Markets, and Societies; Law, Rights and Governance; and Peace, Violence and Security. UW SEA graduate students have

demonstrated the quality of their training by success in Fulbright and other national research scholarship competitions. For example, during FY 2010-13 M. Campbell received both a Blakemore grant for language study and a Fulbright-Hays for research in Indonesia; J. Kinzer received an IIE Fulbright award for PhD research in Malaysia; H. Nguyen received an American Association of University Women Fellowship for PhD research in Viet Nam; C. Grorud received a two-year pre-doctoral grant from the Harvard Kennedy School to assist with STEM-related research in Indonesia; K. O'Neil and M. Barnes received State Dept. Critical Language Scholarships for advanced language study in Indonesia; and H. Marston received a Lesliane Shedd Memorial Award for State Dept. work in Myanmar.

2B.1 Student Advising. SEAC faculty spend an average of 15-20% of their time providing academic and career advice to their students and serve on numerous student MA and PhD committees. SEAC staff, the majority of whom are SEA specialists, routinely assist students in finding appropriate faculty expertise and obtaining career development information. In addition to extensive discipline-based academic advising, JSIS Student Services provides internship advising, annual workshops, an alumni career network and a resource library for all JSIS students. SEAP director of graduate studies Bonus and SEAC associate director Van Fleet regularly meet with and mentor graduate students.

2B.2. Study Abroad. UW students have more than 400 different study abroad opportunities each year. The UW Office of International Programs and Exchanges formally supports CIEE in Thailand, SIT in Indonesia and Viet Nam and CET programs in Viet Nam as well as other programs that take students to Cambodia, Malaysia, the Philippines, Singapore, and Timor Leste. In 12-13, 146 students studied in SE Asia, with a third of these students receiving financial assistance from UW. SEAC faculty also lead annual study abroad programs to SEA for

students from across the disciplines. Highlights from FY 2010-13 include: Bonus's UG programs at Philippine Women's U in Manila; Lape's archaeological field schools in Indonesia and the Philippines and Marwick's archaeological field school in Thailand. Among SEA professional school faculty programs, there is Harachi's Social Work program to Cambodia and Kyes' Primate Center field school in Indonesia. Hanoi National University sponsors a study abroad program for UW UG students and regularly hosts our grad students doing research in Viet Nam. Hue University College of Foreign Languages sponsored Giebel's two study abroad programs, in collaboration with Seattle NGO PeaceTrees Viet Nam. The Population Council in Viet Nam exchanges fellows with UW each year to study in the School of Public Health. SEAC is a dues-paying member of the new Indonesian American Overseas Research Center (AORC) known as AIFIS. SEAC supports SEASSI, the U.S. summer language program for SEA languages, sending 12 students in FY 2010-13.

3. Quality of Non-Language Instructional Program *3.A Quality and Extent of SEAP Course Offerings.*

SEAP offers courses for UGs and grad students in the disciplines and professional degree programs across campus (Appendix 2). SEAC programming covers all of SEA with in-depth coverage of Burma, Indonesia, Cambodia, the Philippines, Singapore, Thailand, Timor Leste, and Viet Nam. Specialized SEA-content courses are typically offered across a broad disciplinary array (Table 3.1). We have a newly emerging concentration on Cambodia:

Callahan (JSIS/PolSci), **Giebel** (History/JSIS), **Harachi** (Social Work) and **Luoth** (Language). For in-depth programming on Indonesia, we have **Callahan** (JSIS/PolSci), **Eddy** (Asian Law), **Kyes** (Primate Center/Psychology), **Lape** (archaeology/ museology), **Lombardi** (Islamic Law), **Lowe** (anthro/Global Health), **Pekkanen** (JSIS), **Riven** (Asian Law/Global Health), **Robinson** (JSIS/Political Islam), **Sandjaja** (AL&L/language), **Sears** (history) T. Sears (Center for

Teaching and Learning/JSIS), and

Table 3.1: Non-language Departments Offering SEA Courses	
<i>Social Sci & Humanities</i>	<i>Prof. Schools</i>
American Ethnic Studies	Business
Anthropology	Dentistry
Archaeology	Education
Communication	Forest Resource
Comparative Religion	Global Health
Economics	Information
English	Law
Fisheries	Marine Affairs
Gender Women and Sexuality Studies	Medicine
Geography	Museology
History	Nursing
International Studies	Oceanography
Music	Public Affairs
Primatology	Social Work
Psychology	
Sociology	

Sunardi (musicology). For the Philippines we have **Atienza** (AES/language), **Bonus** (American Ethnic Studies [AES]), **Christie** (Marine Affairs) **Rafael** (History) and **Ronquillo** (CTL/Social Work). **Curran** (JSIS/Public Affairs) and **Kesavatana** (AL&L/language) work on Thailand. **Giebel** (history), **Hannah** (geography/JSIS), **Henchy** (history/library science), **Hirschman** (sociology), **Koblitz** (mathematics), **Richey** (oceanography), **Bich Ngoc Turner**, (AL&L/language), and **Warren** (JSIS), all work on Viet Nam. SEAC also has strong campus

linkages with Professional Degree programs (see Table 3.1). SEAC Librarian **Henchy** teaches classes in the Information School. SEAC core faculty members **Curran** (Public Affairs/JSIS), **Christie** (Marine Affairs/JSIS), **Lombardi** and **Eddy** (Asian Law Center), **Kyes** (the Primate Center), **Lape and Marwick** (museumology), **Harachi** and **Ronquillo** (social work), **Richey** (oceanography), and **Riven** (Global Health and Asian Law) all bring important SEA content, language, and area expertise into the professional schools. 65% of the SEA-track graduate students in the MAIS program pursue a concurrent degree with one of the six linked professional schools; an average of 2 military students with SEA interest join this program each year.

3B. Depth of Specialized Course Coverage. In A&S, SEAC offers specialized SEA coverage in archaeology (2 faculty), anthropology (2 faculty), history (3 faculty), JSIS (6 faculty), political science (2 faculty), and sociology (2 faculty) (Appendix 2). SEAP's three

historians—**Giebel, Rafael, and Sears**—specialize, respectively, on Viet Nam, Philippines and Indonesia and offer lower and upper division UG courses, and graduate classes. In anthropology, **Marwick** teaches environmental archaeology, **Lape** teaches archaeology and museology of SEA, and **Lowe** teaches SEA science and technology studies. SEAP faculty depth in SEA Islam include: **Lape** (early Islam in SEA), **Lombardi** (Islamic law), **Lowe** (science and Islam), **Robinson** (political Islam), **Sears** (Islam and Performing Arts), and **Sunardi** (Islamic musics). The Asian Law Center (ALC) in the School of Law now has three faculty who do comparative work on SEA, including **Lombardi** (Egypt, Indonesia, Malaysia, Pakistan), law and global health specialist **Riven** (Indonesia, Cambodia) and the Asian Law Center’s **Eddy**, who recently served as Director of the Asian Law Center (Indonesia, Philippines). Graduate classes are offered in SEA law. Faculty member **Lombardi**, who specializes on SEA and the Middle East, teaches Islamic law each year. The School of Music works with **Sunardi** to sponsor various Indonesian performing artists as well as artists from Burma and Cambodia.

3C. Interdisciplinary Courses Offered. SEAP provides strong interdisciplinary preparation for students planning a career requiring specialized knowledge of SEA. General introductions to SEA civilizations and cultures are offered at the UG level, in entry-level courses in history, anthropology, IS, political science, comparative literature, American ethnic studies, and in Ethnomusicology. Unique interdisciplinary courses offered by SEAC faculty include six interdisciplinary courses created and institutionalized in 2009 to address the learning needs of SEA communities. They are now cross-listed in JSIS as well as in other departments and schools: for example, Ethnography, Transnationalism, and Community in Island SEA; SEA Activisms and Social Engagement; Theatre, History, Memory; and Violence, Myth, and Memory are taught regularly. The “Anthropology of Reason” taught by **Lowe**, “Political Islam in South

and SE Asia” taught by Robinson, and the “SEA’s Borderlands” course taught by **Callahan** appeal to SEAC UGs and graduate students. The interdisciplinary curriculum is also enhanced by courses offered in conjunction with JSIS/Marine Affairs programs such as **Christie’s** “Society and the Oceans” and IS /comparative religion courses such as **Sears’** Islam, Mysticism, Politics, and Performance in Indonesia and with courses offered through history and the humanities, such as **Rafael and Henchy’s** “SE Asian Activisms and Social Engagement.” **Henchy** teaches “SEA Knowledge and the Politics of Information” in the Information School and JSIS and **Van Fleet** teaches an interdisciplinary SEA course for our MA program. In addition, SEA content is offered through interdisciplinary courses in Gender, Women & Sexuality studies (**Ramamurthy**), American Ethnic Studies (**Bonus**), and JSIS (**Callahan, Christie, Giebel, Lowe, Warren**).

3D. Teaching Faculty and Pedagogical Training for TAs. SEAC has 54 non-language faculty who from 2010-13 taught 283 courses across a broad range of disciplines with class sizes ranging from 8 to 250 (Appendix 2). Instructional assistants (TAs and readers) assist with the larger SEA core courses. TAs at UW take the “TA Conference on Teaching and Learning” course, a rigorous 2.5 day workshop held at the beginning of each academic year, and receive mentoring from the faculty members who visit sections and give feedback both orally and in writing. TAs for whom English is a second language are also required to take “English for International Teaching Assistants,” a five-week, five-credit course that assists them with language and presentation skills. Both American and foreign TAs are encouraged to continue improving their teaching skills by seeking out the assistance of the UW Center for Teaching and Learning (CTL). CTL's highly skilled staff evaluate classes and work with faculty and TAs to improve teaching quality, pedagogy and to provide resources. In addition, innovative pedagogy and diversity workshops run by SEAC’s affiliate faculty Ronquillo and Outreach Coordinator T.

Sears are now regularly offered to SEA TAs, faculty, and staff on campus and were recently introduced to UW's Bothell and Tacoma campuses. Ronquillo and T. Sears have developed the Interactive Theater as Pedagogy or ITPP program (<http://www.washington.edu/teaching/innovation/itpp/>). In light of the growing success of ITPP trainings at all of UWs campuses, we will be offering our graduate students a "Certificate in Diversity and Equity on Campus" as an option for their professional development starting in Fall 2014. See sections 7 and 8 for more on ITPP.

4. Quality of Language Instructional Program *4A&B. Language Instruction and Levels*

Taught. The SEA language program teaches six SEA USED priority LCTL languages: Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese. The language program serves UGs who anticipate using a SEA language in meeting their long-term career goals, graduate and professional degree students seeking to develop significant speaking and reading/writing competence as future leaders and teachers, and SEA heritage students, many of who want to find work that would allow them to serve the U.S. and their heritage countries through working for NGOs, the U.S. government, or business-related jobs. **Language Levels.** SEAC provides three levels of instruction in Tagalog, Indonesian, Thai, and Vietnamese, 4th year instruction as needed in Indonesian and Vietnamese, as well as tutorial-based instruction at all three levels in Burmese. SEAC began offering introductory and intermediate levels of Khmer in 2010 and will offer 3rd year classes on a permanent basis by 2017. **Advanced courses.** Faculty in anthropology, history, law, music, psychology and global health incorporate SEA language materials as part of their required coursework with their advanced graduate students. Affiliate faculty **Benitez** (now of Philippine Women's University) will work with advanced Tagalog students on reading Filipino history, politics, and literature through an experimental digital initiative in Advanced Tagalog.

The annual SEAC-hosted SEA Student Language Conference, focused on Khmer, Indonesian and Tagalog, encourages advanced language students to present research papers in SEA languages. The conference will include all six SEAC languages by 2017-18. Visiting Scholars provide lectures in Indonesian for both the advanced students as well as for community members. In 2015 SEAC plans lectures, a translation workshop and an original theatre piece, all in Indonesian, by Max Lane, translator and long-time confidante of Pramoedya Ananta Toer, and Indonesian director and actor, Faiza Mardzoeki.

Virtually all students specializing in UW SEA studies at UG and graduate levels engage in language study. Overall, SEA languages were the only LCTL's at UW to show increased enrollments over the past four years (Table 4.1).

Table 4.1: SEA Asia Language Enrollments by Major, 2010-14	
STEM	586
Professional Schools	107
Int'l Studies SEA focus	79
Sociology	42
Anthropology	39
Other Social Sciences	216
Other Humanities	193
Total	1262

Enrollments in Tagalog at the beginning level are 50+ students, requiring two sections. Intermediate Tagalog averages 12-15 students, and Advanced averages 6-10 per quarter. Beginning Thai enrollments average 15-20 students and drop off at the intermediate and advanced levels due in part to SEAP's need for a mainland SEA specialist.

Vietnamese enrollments increased in recent years with 12-15 students at the beginning level, 6-8 at the intermediate and 35 enrolled in 3rd year this past spring. Many of our students who complete three or more years of language instruction at UW have undertaken at least part of their study through the University of Wisconsin's Southeast Asian Studies Summer Institute (SEASSI), one of advanced summer abroad language programs such as AST or VASI, or at other overseas language programs.

4C. Language Faculty. Of the six languages offered at the UW, Indonesian, Tagalog, Thai and Vietnamese are each staffed by full-time lecturers. Of the 4 full-time Lecturers Kesavatana and Turner have PhDs, Sandjaja has two MAs, and Atienza is currently pursuing an advanced degree. Khmer is taught by a 75% FTE lecturer, and Burmese continues to be taught on a contractual basis by Dr. Win, a highly qualified Burmese language instructor. All of the instructors have participated in on-campus workshops on pedagogy and materials preparation, and all have been supported by SEAC and UW to travel to national-level training programs. Four out of the six language instructors are formally ACTFL trained, and the remaining two instructors will receive ACTFL training over the next four years. In addition to their excellence in the classroom, SEAC language faculty distinguished themselves in their language teaching efforts in the following ways. Our newest hire, **Dr. Bich Ngoc Turner**, will teach 3-4 levels of Vietnamese starting Fall 2014. Dr. Turner taught language in Vietnam, at Yale University and, most recently, at the U.S. State Department. She has experience preparing National Defense Language Proficiency Tests. **Atienza** played an active role in the NRC Oral Proficiency Guidelines Project for Tagalog. **Sandjaja**, recently promoted to Senior Lecturer in AL&L, participated in an online proficiency standards project with 3 other U.S. Indonesian language programs in the US. They plan to expand this successful project in FY 2014-17 to include other institutions and non-traditional students. **Sandjaja** worked with E. Rafferty at U of Wisconsin on materials preparation for *Nah! Baca: Authentic Indonesian Readings, vol. 1* before coming to UW. Dr. **Kesavatana** received Freeman Foundation funding to collect and create audio-visual materials for teaching Thai and plans a workshop to help create effective, affordable and accessible multimedia material to support all SEA language instruction efforts. Dr. **Win** has taught all levels of Burmese at SEASSI since 1995, and is the Burmese language coordinator at

SEASSI this year. **Luoth Yin**, a published poet and author, has worked with nationally recognized Khmer language instructor Frank Smith to develop innovative classroom teaching materials and techniques for student-centered learning.

4D. Language Performance Measures. The absence of standardized performance-based tests for all of our languages and little access to learning skills at an affordable cost are limiting factors in obtaining objective measurement of proficiency and achievement in the languages of SEA. Senior Lecturer Sandjaja has made significant improvements in this situation during the FY 2010-14 period, both on campus and across U.S. SEA language programs. Sandjaja, who is also the UW SEA language program coordinator, will organize a series of workshops for SEAC language instructors during FY 2014-17 to share best practices and to address SEA language-specific issues not covered by ACTFL training. The workshops will fine tune language-specific proficiency standards and improve guidelines for measuring student progress across our languages. Additional efforts to collect data and improve our ability to measure the progress of our language instruction are currently underway in the Mellon grant-funded Foreign Language Data Collection project. This campus-wide project reinstituted the Council on Foreign Language Instructions' recommendations on a range of issues relating to foreign language instruction and will provide a much-needed database on all aspects of our language programs to better coordinate our efforts to improve language instruction and measure progress.

On campus, our language instructors create and use new materials for performance-based instruction with the help of the Language Learning Center (LLC), a state-of-the-art facility providing digital multimedia tools for language and culture study. The LLC enables the creation of multimedia, web-based instructional and testing materials for language instructors and also has a language pedagogy specialist who provides classroom observations, video critiques and

workshops for language faculty, guiding instructors in the production of high quality performance-based materials and assessments. Prospective students who come to UW with existing language background are given placement tests to find the appropriate class level before the start of the academic year. Instructors use standardized written and oral proficiency tests for this process, and the students are placed based on their results on both oral and writing proficiency. Students enrolled in classes are evaluated on a weekly basis using comprehensive grammar quizzes and writing assignments, showing progress through a draft process. Speaking evaluations are conducted through role-play exercises and paper presentations.

5. Strength of Library **5A. Holdings.** With some 9.3 million catalogued volumes, 8,725,000 items in micro formats, and an estimated 97,725 current serial subscriptions, the UW Libraries (UWL) ranks among the top 12 in North America. The renowned **East Asia Library** includes extensive Sino-Vietnamese holdings. The separate **Law Library** holds extensive SEA resources and offers shared access to additional electronic resources. The Gov't. Pubs Division has rich collections on SEA within its 2 million items, including rare materials on the Philippine colonial period, declassified foreign policy documentation, archival holdings of FBIS/JPRS news translations, Asian Development Bank, ASEAN and APEC documents. The Map Collection of 372,057 items includes maps for Laos, Cambodia, Indonesia and Vietnam, and historical mapping for Indonesia and Vietnam from the early 20th century.

Table 5.1: SEA Vernacular Materials Holdings				
Material	Indo/Malay	Thai	Viet	Phil
Monographs	39,500	18,500	35,000	930
Serials	457	177	226	87
Audovisual	771	540	593	415
Maps	450	170	200	212

Reflecting faculty and graduate student research interests, the SEA collection focuses on Indonesia, Thailand, Malaysia, the Philippines and Vietnam, with historical

research foci on Indonesian law and politics from the '50s, and Vietnamese and Indonesian

colonialisms. Other strengths are socio-economic data, including complete census data, popular culture, and Thai ethnicity. Extensive gifts have filled historical lacunae in the Thai, Indonesian and Vietnamese collections. Vietnamese holdings rank among the best in the US, and include unique regional serials, Communist Party histories and feature films. Of the 235,335 library items about SEA, over 75,550 are Western language monographs for UG research. The 93,930 titles in SEA languages and some 33,660 English language titles from SEA, form a research corpus, serving upper level UG classes too. Reference tools include dictionaries, bibliographies, and biographies, and online indexes for vernacular serials. There are 800 current subscriptions to serials from the region, including 11 SEA daily vernacular newspapers and 5 news weeklies acquired digitally from Myanmar, augmenting the 22 national English language dailies, wire service and business reports available through licensed news databases. One hundred serials on SEA are published outside of the region, and an estimated additional 350 e-journals of regional interest complete this subcategory. Manuscripts are available to students of scripts and book arts, and are complemented by over 800 examples of textiles in the Henry Art Gallery and Burke Museum, and a unique collection of historical recordings held in the Ethnomusicology Archives. Extensive holdings of feature and documentary film (2,600 items) from and about SEA—1,163 in regional languages—include performances, television programming (Vietnam and Indonesia), music, and religious recitations. ***Institutional support for Library collections*** An estimated \$100,000 per annum is spent on SEA materials from institutional funds, excluding government publications and general electronic resources. A vernacular materials budget of \$75,000; endowment and gift funding for special purchases, and onsite purchasing funds in SEA account for an additional \$200,000 over the last two-year budget cycle (including \$195,000 raised through internal grants to support the purchase of the Bob Jones III collection on Indochina). The

collection also benefits from the Julie Forbush Endowment, which pays an estimated \$3,000 per annum. ***Institutional Support for Library Staff.*** UW provides financial support for a number of key Section staff salaries (Table 5.2)

Table 5.2: UWL Staff Salaries		
Description	FTE	Salary
SEA Staff	3	174,300
Int'l Studies Staff	0.4	34,174
Other Units	2.1	73,620
Total	5.5	282,094
Benefits@ 30%	Total	366,722

UWL provided support for Library Specialist and Distinguished Staff Award nominee Marchette Dubois for one year of Thai study, and encourages her interest in Khmer. Huong Nguyen catalogs Vietnamese and other SEA languages, contributing over 100 Vietnamese records per month to the OCLC database. UWL supported Laura Tuck, now in a new position as Thai Language Cataloger, for 3 years of Thai study that included the summer Advanced Thai (AST) language program in Chiang Mai and a 10-week advanced study program at Chulalongkorn University. The Section also benefits from the expertise of Arabic cataloguer Vincent Wilhite, who works on Indonesian and Malay materials, cataloging liaison Mary St.Germain, the staff in Digital Initiatives, and a range of support staff in units such as Serial Orders and Cataloging. In addition to salaries, the UWL supports conference travel and acquisitions travel to SEA, at an average of \$10,000. The UWL also supported a match for the 2010-11 TICFIA DART award, totaling \$73,620 per annum in technical staff support.

5B. Cooperative Arrangements: Access to Other Collections. UWL participates in 14 consortia, including the SEAWest SEA consortium, which coordinates purchasing through the Library of Congress (LC) program together with UO, UBC, Hawaii and UCLA. Future projects include enhanced consortial reference service and collaborative digitization. As an active member of the Center for Research Libraries (CRL), and its SEA Microform Project (SEAM), UWL has access to its estimated 7 million volumes, including some 2,500 unique items in the

Thai National Collection—an initiative of UWL and four other Title VI funded SEA Collections using USED funds—the 260 early Vietnamese newspaper titles filmed as a result of a SEAM project headed by Henchy, and another 32,000 Indonesian titles from the LC office in Jakarta on microfiche. The region-wide cooperative Orbis Cascade Alliance (OCA) of 37 Pacific NW 4-year colleges facilitates access to nearly 100 research databases and collections, all free of charge with expedited delivery. For SEA collections, nearly 90% of OCA holdings are found in UWL. Most of UWL's 475,000 items on SEA are available through interlibrary borrowing, a free service to the campus community. A SEA online Guide (<http://guides.lib.washington.edu/southeastasia>) links to electronic resources, including news, e-journals and a number of indexes that are enhanced with an English searching interface. This valuable service, which encourages users to borrow beyond the UWL, was a result of the UWL's contribution to the NIU TICFIA project and offers free document delivery to CORMOSEA libraries. ***Access to UW Collections.*** UW provides funding for open access and availability, making UW third in the country in interlibrary loan items loaned. The catalog and non-licensed web resources are freely accessible online, including an increasing number of resources digitized by UWL; collections and licensed electronic sources are available onsite, regardless of affiliation. Local teachers enjoy borrowing privileges, allowing access to all collections, including audiovisual resources supplementing those available via SEAC.

6. Quality of Staff Resources

6A.1 SEAC staff and teaching faculty. Professor of History

Sears, whose latest book, *Situated Testimonies: Dread and Enchantment in an Indonesian*

Literary Archive, was published in 2013, brings scholarly distinction and innovative

interdisciplinary pedagogy to the role of SEAC Director. Assoc. Director **Van Fleet** has a PhD in

SEA anthropology and has mentored students for 15 years. Outreach Coordinator **T. Sears** has

SEA performing arts and oral history expertise and works throughout the Northwest in K-16 teacher training. Program coordinator **Wilskie-Kala** has 9 years of administrative experience and is skilled at new digital technologies. SEA librarian **Henchy** is Special Assistant for International Programs to the Dean of Libraries. Graduate Studies Director **Bonus** oversees the SEA MA and the Tagalog language program, runs the UW Diversity Minor, and is a highly sought-after mentor of students from underrepresented communities. ***SEAC Faculty.*** SEAC has 60 faculty with expertise and research interests in SEA, 28 of whom devote 50% or more of their teaching or research to SEA studies. The following list *selectively* shows the variety and depth of faculty expertise on SEA (See Section 4 for details of SEAC language faculty). ***A&S Faculty.*** **Benitez**, affiliate faculty of SEAC and Comp. Lit, was chosen to be the 9th President of Philippine Women's University in Manila. He will be teaching advanced Tagalog for SEAC through state-of-the-art digital technology. **Bonus (AES)**, co-editor of *"The Other Students": Filipino Americans, Education, and Power* is SEAC Graduate Studies Director and Director of the UW Diversity Minor. **Callahan** researches political authority and the military state in Burma and SEA. **Callahan** has been in Myanmar this past year as advisor to the educational sector of the new government. She recently received multi-million dollar USAID and Gates foundation awards to support her work on digital literacy in Myanmar. **Christie (JSIS/Marine Affairs)** teaches about community-based marine sanctuaries in Indonesia and the Philippines. **Curran** (Sociology/Public Affairs) works on migration and labor issues in Thailand, directs the JSIS Center for Global Studies, and works with Callahan on the Burmese digital literacy project. **Giebel** (History/JSIS) is an expert on the politics of social memory in Viet Nam. **Hamilton** has conducted extensive research and published widely on the economic activities of Chinese in SEA. **Hirschman**, specialist on Malaysia and Viet Nam, is the Boeing International Professor in

the departments of sociology and public affairs. **Lape**, also curator of the Burke Museum, does archaeological research on religious identity, trade, and culture contact in Indonesia and leads popular field schools to Indonesia, Timor Leste, and the Philippines. **Koblitz**, mathematician, works with universities in Viet Nam to promote the teaching of math and technology. **Lowe's** recent research in Indonesia focuses on global health and avian influenza. **Marwick** (Archaeology) specializes in evolutionary ecology and stone artifact technology in Mainland SEA. **Rafael**, author of numerous books, works on issues of translation, Filipino cinema, history, and media. **Robinson** (Anthro/JSIS) is a specialist on Islam and conflict in South and SEA. **Ronquillo** co-teaches courses on SEA cultural diversity. **L. Sears** teaches Indonesian history, historiography, and critical theory. **Sparke**, a geographer, works on global health and the Singapore-Malaysia-Indonesia growth triangle. **Tokuno** teaches about Asian Buddhism in the comparative religion program of JSIS. **Sunardi**, musicologist, teaches Islamic dance and music traditions of Indonesia. **Warren**, visual sociologist, does research on art in Viet Nam and regularly takes groups of students to Viet Nam on summer study tours. **Yang**, director of the South Asia NRC, is a historian of South Asia with a research interest in South Asian migration to SEA. **SEAC Faculty in Professional Schools**. When he evaluated SEAC in 2008, Cornell NRC director Prof. Thak Chaloemtiarana met with SEAC faculty members **Taylor** (Asian Law), **Curran** (JSIS and Public Affairs), **Harachi** (Social Work), and **Lape** (Archeology and Museology). He noted: "The programs initiated by these four faculty members are not just impressive, more importantly, they add exciting dimensions to the traditional areas of Southeast Asian studies." **Eddy** replaced Taylor as director of the Asian Law Center and works on anti-money laundering projects in Indonesia and the Philippines. **Harachi** saw the first cohort graduate from the Social Work B.A. program at the Royal University of Phnom Penh, a program

that Harachi helped to establish six years ago. **Kiefer** conducts research on silicosis among miners in Viet Nam, and on air pollution and worker health in Thailand. **Kyes**, head of the Division of International Programs at the Regional Primate Research Center, teaches an annual field school for animal behavior in Indonesia. **Lombardi** of the Law School teaches about Islamic law in both the Middle East and SEA. **Oberle** is professor of epidemiology and health services in the UW School of Public Health and Community Medicine. He used his medical skills to assist during the tsunami of 2004. **Richey** is a professor of oceanography and currently a member of the River System Research Group comparing river basins from the Mekong to the Amazon. **Curran**, **Hirschman** and **Christie** all work in professional schools and are SEAC core faculty.

6A.2 Professional Development Opportunities. The Center for Teaching and Learning (CTL) is a key UW campus resource for faculty offering training and development workshops for web-enhanced courses as well as teaching guidance, class evaluations, and ongoing advice. In addition the UW Information Technology center regularly offers free workshops and classes on teaching tools such as Canvas and Lecture Capture, and in digital creation tools like HTML, CSS, Adobe InDesign, our Sound Studio, and several Digital Video Editing systems. A&S regularly offers sabbatical leave, research and teaching awards, and travel awards. The Royalty Research Fund provides competitive research grants to faculty, e.g. Harachi 2006, Sparke 2007, Marwick 2014, and the Humanities Center provides research support for the Society of Scholars and conference support, e.g. Benitez, Lowe, Sunardi and Robinson were all Society Scholar members in FY 2010-14; and Bonus and Sears received workshop support in 12-13. Center staff travel to SEA for teaching, program development, and professional meetings: Henchy, T. Sears Van Fleet and L. Sears all made trips to SEA for professional development during FY 2010-13.

SEAC language faculty attend yearly conferences and training workshops on language pedagogy and are supported in their efforts to become ACTFL certified. UW also provides free classes faculty and staff to help them improve their computer and database skills, and supervisors are offered strategic leadership workshops and regular grant-writing and management classes. The UWL funds a model professional development program.

6A.3. Faculty and Staff Time Devoted to Students. Full-time teaching loads range from four to five courses per academic year; thesis and dissertation advising complements classroom instruction. The SEAC director devotes approximately 50% of her time to teaching, mentoring, and advising students. The SEAC associate director spends approximately 25% of her time teaching and advising students. Two full-time advisors work with graduate and UG students who wish to pursue one of the SEA tracks in JSIS. SEAP faculty devote 40-50% of their time to the teaching, supervision and advising of students (Appendix 3). The SEAC graduate director currently spends approximately 4-5 hours per week advising current and prospective grad students, time that has increased as the SEAP MA program has grown. The SEA librarian devotes approximately 20% time to preparing student library orientations, fielding inquiries from students about the SEA resources, and updating her SEA library resource website for student research.

6B. Center Staffing and Oversight Arrangements. SEAP meetings are held for faculty, staff, and grad student representatives 2-3 times per 10-week quarter. The SEAC director is selected by polling campus-wide SEA faculty every five years with the approval of the JSIS director. The SEAC director reports to the JSIS director and the divisional dean of the College of A&S. The SEAC associate director reports to the SEAC director and supervises the SEAC outreach coordinator and office staff. The SEAC director requests faculty or seeks volunteers to

serve on an Advisory Committee made up of faculty from A&S, professional schools, and academic staff to address SEAC business and program-related issues. The Chair's Advisory Committee seeks volunteers and helps identify SEAC faculty from across A&S and the professional schools, as well as staff, to serve on five major SEAC committees: MA and Graduate studies; UG Curriculum and Pedagogy; FLAS Selection; Diversity; and Development and Outreach Programming. Major decisions regarding the SEAP curriculum, budget allocations, hiring, and new initiatives are reached according to a participatory process in SEAC faculty meetings.

6C. Non-discriminatory Practices. The UW is compliant with all legislative requirements referred to under GEPA Section 427. Following this, all positions within SEAC are broadly advertised, and females, underrepresented minorities, seniors, persons with disabilities, disabled veterans and Viet Nam era veterans are encouraged to apply. Advertisements for SEAC staff and student positions are advertised widely in publications and email lists that include Thai, Khmer, Vietnamese, Filipino, and Indonesian student associations as well as SEA community organizations, the NW Asian weekly, and the UW hiring network, reaching underrepresented minorities. Approximately 50% of SEAC faculty and staff are women, 20% are Asian and African American, and SEAC staff is 90% women and minorities.

7. Outreach Activities SEAC's commitment to outreach places SEAC at the center of learning about SEA in the Pacific Northwest and the U.S. Table 7.1 reflects the diversity and attendance of selected outreach programs in FY 2010-13 and its impact locally, regionally and nationally. Based on sign-in sheets, participant surveys and digital records, SEAC reached **over 9,000 individuals yearly** in an ongoing effort to disseminate in-depth, up-to-date coverage on SEA-related topics. 31 of SEAC's 60 faculty members, from 29 different departments and

Table 7.1 Selected Regional and National Impact of Outreach, Spring 2010 -2014	
K-12 Outreach	Attended
Education without Borders: <i>Transforming Learning for the 21st Century</i> , with the Asia Society	267
National Council for the Social Studies Annual Conference 2012-3 Poster Sessions	432
SEA Arts in the Libraries and Schools program (Islam and Indonesian Mask Dance and Puppetry School Residencies) (T. Sears, Sunardi, Powell, Sam, Suparman)	2,023
Vietnamese Festival and Manuscript Art: <i>Tet in Seattle</i> (Henchy, SEAP Grads)	456
Washington State Council for the Social Studies Leadership Retreat “Techniques for Conducting Oral Histories in the Social Studies Classroom using stories from Southeast Asia” (T. Sears)	84
Weaving Heritage Opening Day Teacher Workshop: <i>Kalinga Tribe Dances</i> at the Burke Museum	336
Workshop- <i>Climate Change, Global Health, Vulnerability and Resilience</i> (Lowe, Sparke)	30
Workshop- <i>Writing About Asia</i> with SAAM along with Burma lecture series - 10 events and meetings	11
Workshop: 2011 Summer Seminar For Educators: <i>Living History: Global Storytelling</i> (Cambodia)	31
Workshop: <i>Challenges and Opportunities Facing Myanmar Today</i> with World Affairs Council	43
Workshop: <i>Newspapers in Education</i> ; Human Right in Asia 2011 (Van Fleet), Islam in Asia: Peoples, Practices, Traditions 2012 (Sunardi, Lombardi), Political Change in the 21st Century 2013 (Callahan, Yang) Asian Cities-Growth and Change 2014 (Hahn, Yang)	125
Post-Secondary	Attended
21 Lectures/co-sponsored events with professional schools: Asian Law Center, Museology, Information School, Global Health, Public Affairs, Nursing and College of Education	30
Community College Master Teacher Institute: <i>Social Media and Social Change</i> (Van Fleet), <i>Global Education for a Sustainable Future</i> (Lowe), <i>Climate Change, the Environment, and Social Justice</i>	76
<i>Fulbright-DIKTI Indonesian Senior Scholar Recharging Program</i> (R. Kyes, Van Fleet)	31
Lectures and Brown Bags over 80 lectures across 31 departments including: (Andrew Lam, Thanh Xuan Nguyen, Charles Bailey, Son Michael Pham, Jodie Ha Pham, Boreth Ly, Bivitri Susanti, Akhmad Safik, Susan Whitfield, Benedict Anderson, Anida Yoeu Ali, Mary Zurbuchen, Sopheap Pich, Marie Hilao-Enriquez, Angie Chau, Matrii Aung Thwin, V. Narayana Rao, Gavin Douglas, Andrew Walker, Julianne Schober, James Scott, Aung Zaw, Sophal Ear, Zunetta Herbert.	3,548
<i>New Geographies of Feminist Art: China, Asia and the World</i> , an International Conference	300
SEA Graduate Student Conferences in Indonesian, Khmer, and Tagalog (Sandjaja, Yin, Atienza)	60
<i>The Politics of Storytelling in Island Southeast Asian Imperial Formations</i> (2 conferences, 1 graduate student workshop, 2 graduate microseminars (Bonus, Sears, Rafael)	135
Workshops for Community College Foreign Language Faculty: <i>Let's Talk about Teaching Foreign Languages</i> (2012), <i>Don't Just Stand There: Engage Students in Active Language Learning</i> (2013)	46
Public Affairs, Government, Business and the General Public	Attended
10 part Burma lecture series with the Seattle Asian Art Museum (Callahan, Couette, Ly)	2,400
11 Events with Business school, WA Trade associations and SEA and Greater Business Community	234
8 Talks co-sponsored by Public Affairs and Global Health (Curran)	35
<i>Amid Three Empires: The Philippines Under Spain, the US and Japan, 1565-1946</i> (Rafael)	63
Conference: <i>Climate Change, Global Health, Vulnerability and Resilience</i> (Lowe and Sparke, School of Public Health and Geography)	123
Conference: <i>Our Oceans, Our Future</i> (Christie, Marine Affairs)	222
Distinguished Visitors: Dino Patti Djalal, Indonesian Ambassador and H.E. Chaoyong Satjipanon, Thai Ambassador, Asianto Sinambela, Indonesian Consul-General	178
Exhibit: <i>Compound</i> by Sopheap Pich and lecture at the Henry Art Gallery	1,056
Filipino Dance at the Burke Museum and Cambodia Court Dance at NW Folklife Festival	345
Global Mondays Law School Lecture Series and 17 other Talks and Conferences with the Law School and the Asian Law Center (Eddy, Lombardi, Riven)	87
I Corps Army Training on SEA Fort Lewis Army Base (Callahan, L. Sears, Lombardi, Yang)	135
Indonesian Dance, Wayang, Gamelan School of Music, Gamelan Pacifica (Sunardi, T. Sears, Powell)	1,890
<i>Introducing The Tale of Khun Chang Khun Phaen</i> , Thailand's Great Folk Epic of Love and War	53
<i>Ramayana</i> Performance, Workshops and Lecture series (L. Sears, T. Sears, Sunardi, Ly)	10,478

professional schools across campus, participated in these outreach offerings, contributing their scholarship to the education of students, teachers, the military, members of the business community, and the general public. SEAC coordinates many of its outreach programs with seven other UW NRCs housed in JSIS (known as Joint Outreach), as well as with the Global Business Center, and the UW Libraries. The Joint Outreach board meets every three weeks to maintain linkages with educational agencies such as the WA State Council for the Social Studies, the World Affairs Council, the National Council for the Social Studies, the National Consortium for Teaching About Asia, Global WA, WA Association for Multicultural Education, Association for Asian Studies, Washington Public Libraries and the I Corps Military Training Facility at Fort Lewis. For FY 2014-17 we will continue successful outreach programs while offering new programming to meet national demands and to address federal priorities for greater collaboration with colleges of education, CCs, and MSIs.

7A. K-12 Outreach. Each year SEAC presents continuing education and teacher training workshops to assist more than 340 K-12 educators to bring SEA into their classrooms. These workshops have an impact on an estimated 7,000 students annually in more than 71 school districts. In FY 2014-17, SEAC will build on K-12 outreach by offering a Master Teacher Certificate Program through our work with educators in libraries, museums, theaters, public schools, and Colleges of Education and Liberal Arts Colleges (CP2). ***Continuing programs:*** SEAC will offer the *Exploring Asia Series* collaboration with the *Seattle Times* “Newspapers in Education” (NIE) program. This annual series of Asia-focused articles written by SEAP faculty appear in the *Seattle Times*. It features curriculum guides, lesson plans and a teacher workshop, averaging 886 participating educators representing 125 school districts, covering topics such as Health, Islam in Asia, and Politics. NIE will focus on Security in FY 2014-15. The curriculum is

available online <http://depts.washington.edu/nie/curriculum.htm> and has been accessed by over 5000 teachers nationally. We will continue offering *Teacher Travel Stipends* for teachers to attend SEAC workshops and conferences. **New Programs:** We propose the following new outreach programs for FY 2014-17: **1)** A new *SEA Master Teacher Certificate Program* to train teachers in SEA studies. The *Southeast Asia Teaching Partnership* (STP) will make up the core curriculum for the Certificate Program. The STPs, led by SEAC and College of Ed faculty, partner with Highline and Seattle School Districts and the Filipino American Educators of WA (CP2). In addition to the Certificate, teachers receive 12 WA state professional development clock hours. **2)** A collaboration with the Highline School District, the first school district in WA state, and the 2nd in the nation, to launch a *Vietnamese Dual Language Program*, to assist teachers in developing Vietnamese language materials and teaching standards. We will work with PhụngChi Nguyễn, teacher trainer for the Vietnamese dual-language schools, who works on a national level to help set up these schools and train the teachers. The project involvement of M. Varghese of UW Seattle College of Education (COE) as curriculum supervisor will lead to the implementation of active learning pedagogies in these schools (CP2). In 2015-16 SEAC will assist PhụngChi Nguyễn in the development of a Fulbright Group Study Abroad project for educators from Vietnamese-English Dual Language K-12 schools. **3)** Partnering with the UW Honors Program and the Ida B. Wells High School for Social Justice at UW which serves low-income students, SEAC will offer a course called *Climate Change-An International Perspective: Science, Art & Activism*. **Faculty in K-12 outreach.** SEAC draws on its diverse faculty to strengthen K-12 outreach programming. Twenty-nine SEAC faculty participated in FY 2010-13 K-12 outreach programs. Highlights include: **Caouette's** World Affairs Council workshop presentation on Burma; **Sunardi's** 3 teacher workshops and performances on Islam and the

performing arts of Indonesia; **L. Sears & Yang, Callahan, Lombardi, Hahn** have all been featured speakers and article authors for the NIE *Exploring Asia* workshops; and **Lowe and Sparke** partnered with UW Global Health to present a workshop for high school teachers on climate change. **7B. Outreach to post-secondary institutions.** A highlight of FY 2010-13 post-secondary outreach programming was the Fulbright-DIKTI Indonesian Senior Scholar Recharging Program, headed up by SEAC core faculty Kyes. This unique program brought 15 Indonesian senior scholars, most from STEM fields, to the UW for 10 weeks in 2012. While they were here, the Indonesian scholars participated in workshops, attended seminars and met with faculty, students and the community. SEAC will continue to offer successful outreach programs that provide educational and professional development opportunities for community college (CC) faculty: we will hold the annual *Community College Master Teacher Institute* as well as new initiatives that reach out to CC faculty, such as our Highline CC “Global Competencies in the 21st Century Asian Studies” project (see Sec. 8). We also propose a new collaboration with the Colleges of Education at UW Tacoma called *Attitudes and Expectations of Education around the World* (CP2). UW NRCs will partner with the UW Tacoma education program to infuse their existing courses with SEA content. The courses will be open to all students in UW Tacoma's Education Program. Outreach to Minority Serving Institutions (MSIs) will include the HBCU and Northwest Indian College Fellowships for 2-week faculty residencies at UW (Sect. 8).

7C. Outreach to Business, Media and the General Public. The Seattle Asian Art Museum’s Saturday Lecture Series in 2012 was on *Myanmar and Its Peoples*. This successful ten-week series featured SEAC Burma specialists **Callahan** and **Caouette** and was attended by over 2400 people. SEAC public outreach events now cover Cambodian arts and culture, such as a performance of classical Cambodian music and dance at the Northwest Folklife Festival, an art

exhibit at UW's Henry Museum called *Compound* by Cambodian sculptor Sopheap Pich, and a re-telling of the epic Ramayana by Seattle's ACT Theater company. SEAC also partnered with Gamelan Pacifica and the UW School of Music to bring visiting artists to Seattle for concerts of Indonesian dance, puppetry and music. Outreach to the military includes the establishment of a fellowship to provide Senior Service College members with regional expertise that will assist them in satisfying the Senior Service College Military Education Level-1 (MEL-1) requirements. The goal is to assist fellows in preparing to implement programs of strategic national interest related to the Asian region. ***Professional School Involvement.*** SEAC has successfully partnered with professional schools such as Marine Affairs, Public Affairs, Social Work and Architecture. Highlights include **Christie's** (School of Marine Affairs) international symposium, *Our Oceans, Our Future*. The Law School hosts *Global Mondays*, a weekly forum examining the intersection of law, policy and the role of legal professionals in our increasingly interconnected world. Law School faculty **Rivin** will host the 2014-17 speaker series *Global Health, Human Rights and Global Governance*. The UW Global Business Center hosted *Perspectives on Doing Business in Asia*, a full-day workshop for small and medium-sized businesses and is working with SEAC on plans for workshops exploring business opportunities in Asia's second tier cities.

8. Program Planning and Budget 8A. Purpose and Quality of Planned Activities.

The inspiration for our new NRC project, *Engaging Diverse Communities through Southeast Asian Studies*, arose out of a high quality pilot program that brought together diverse communities from opposite sides of the world. Led by SEAC's Prof. P. Lape, representatives from the Suquamish Tribe and the Suquamish Museum of WA State exchanged visits with representatives of the Sibtan peoples of Palawan Island in the Philippines, visiting each other's communities and community museums and sharing their histories, folkways, and traditions around fishing,

farming, and medicine. This program, which we will expand in FY 2014-17 to include the Title III Northwest Indian College in Bellingham, and new research sites in the Philippines as well as Indonesia, speaks directly to the encouragement from IFLE for Title VI NRCs to collaborate with other federally-funded institutions and CCs in this new grant round (**CP 1**). The pilot program was originally funded by Museums Connect (American Alliance of Museums) whose mission is “to build global communities through cross-cultural exchanges while also supporting U.S. foreign policy goals.” In addition to this exciting new exchange, SEAC plans the following major activities for FY 2014-17. **1)** To seed-fund a tenure-track position in SEA mainland cultures by hiring a scholar whose research and teaching focuses on the lowland Buddhist cultures of Mainland SEA. We seek a scholar who can reach out to Seattle’s large Khmer, Lao, and Thai American communities through this new position to be housed in the anthropology department (**AP**). With SEAP now offering four mainland SEA languages, a scholar of lowland Buddhism would greatly enhance SEAC and SEAP, strengthen our institution, and strengthen our ability to meet the educational goals of our program and the national needs of the U.S. government (see Sec. 9E). **2)** To expand our Khmer offerings by adding 3rd year Khmer to our mainland SEA languages. **3)** To build upon past overseas collaborations with Philippine Women’s University (PWU) in Manila by introducing a Digital Language Initiative in Advanced Tagalog taught on-line by former UW faculty and current President of PWU, Dr. J. F. Benitez. **4)** To address CP 2, we will work with College of Education faculty at UW Seattle and UW Tacoma to expand teacher training in SEA area studies, and we will work with the only dual-language Vietnamese-English Primary School in WA State to provide pedagogical support and training for their teachers (**CP 2**). **5)** We will also expand *Engaging Diverse Communities through SE Asian Studies* programming to Highline CC just south of Seattle, as well as to faculty

at Native American institutions and community colleges in WA state and faculty at HBCU's across the nation (**CP 1**) through course and professional development grants for Highline faculty and short-term fellowships at UW for HBCU and CC faculty to deepen and expand their knowledge and teaching about SEA. **6)** To address outreach to the general public and build upon our strengths in the humanities, Prof. Sunardi will oversee a high quality program of Islamic performing arts of SEA, using the new gamelan instruments bought for this purpose by the UW School of Music (see Sec. 1). We will invite Indonesian, Khmer, and other SEA performing artists to give concerts and workshops for students. **7)** To continue our work with the successful Indonesian Institute of Arts Education (LPSN <http://lpsn.or.id/>) in spreading religious tolerance through material and performing arts in Indonesia. LPSN serves as a site for graduate student internships in Indonesia, and LPSN's faculty carry out teacher training programs for WA State teachers. **8)** We will also introduce a Certificate Program for WA State teachers who wish to become proficient in SEA knowledges through an innovative new program called *SEA Teacher Partnerships* (see Sec. 7). **9)** To continue our assessment and evaluation work with the UW Office of Educational Assessment using data from pilot projects and ongoing UW and JSIS evaluations.

8B.1 Proposed Activities Timeline. Table 8 provides a visual timeline of this combination of programs in Non-Language Instruction, Language Instruction, Working with CCs and other MSIs, and Outreach to Teachers, Post-Secondary Audiences, and the General Public.

Table 8: Timeline for Major Programs of Engaging Diverse Communities Through Southeast Asian Studies					
Activity	Year 1	Year 2	Year 3	Year 4	Long Term Impact/Outcomes
Advanced Language Instruction	Advanced Khmer Language Instruction	NRC 75%	NRC 75%	NRC 100%	Increase Advanced Khmer course offerings, enrollment, and proficiency for students.
	Advanced Tagalog 3rd year tutoring	fall, winter	fall, winter	fall, winter	Increase Advanced Tagalog course offerings, enrollment, and proficiency for students.
	Advanced Tagalog Digital Initiative (3rd & 4th YR)	Spring quarter	Spring quarter	Spring quarter	Increase advanced Tagalog course offerings; explore new digital technologies for advanced language
	Indonesian Translation Project	Advanced Indonesian Workshop & Performance	Development of translated materials	Evaluation of translated materials.	Increase advanced language training in Indonesian; opportunities for advanced students to increase listening and writing skills; opportunities to produce finished translated documents for use.
	SE Asian Language Conferences	Thai Vietnamese Indonesian	Indonesian Khmer Tagalog	Indonesian Khmer Tagalog	Increase Advanced Language Proficiency of Students and Create Professional Development Opportunities for spoken language
Area and Other Instruction	Mainland SE Asian Buddhist Cultures Assistant Professor of Anthropology	Faculty Search	NRC 100%	NRC 75%	Increase SEAP coverage, student knowledge of mainland SEA. Answer National Needs. Linkages to SEA American communities in WA state.
	SEA MA Grad Seminars--Introduction to UW SE Asian Studies (SVF)--The Politics of Information (JH)--SEAS & American Ethnic Studies (RB)	Van Fleet Henchy	Bonus	Henchy	Respond to graduate evaluations of MA Program; Strengthen MA Program and student knowledge of SEA. Students become aware of issues in diasporic ethnic studies in relation to understanding SEA topics.
	Library Development	Jones Collection digitalization; Collab. with SEAWest consortium	Publicizing Jones Collection with Berkeley SEAC	Collaboration EFEO (École Française D'Extrême-Orient)	Making literature, film and historical resources accessible by preserving them in digitized forms for public consumption. Working with other libraries and consortia to share resources.
	SEA MA Diversity Certificate Program	Faculty and Grad committee formation	Facilitated dialogues and training on diversity and equity	Diversity and Equity in Area Studies Symposium	SEAP will train area studies experts who are also well versed on issues of diversity, equity and inclusivity in their roles as teachers and professionals.
					AP

Table 8: Timeline for Major Programs of Engaging Diverse Communities Through Southeast Asian Studies					
Activity	Year 1	Year 2	Year 3	Year 4	Long Term Impact/Outcomes
K-12 Outreach and Master-Teacher Programs	Vietnamese Dual Language Program	Program Planning	Teacher Training Apply for GPA Vietnam	Professional Development/Travel/Evaluation	Feedback Incorporation, Proficiency Workshop
	SEAC Master Teacher Certificate Program: SEA Teaching Partnerships	Workshops Curriculum Planning, Faculty Committee formation	Workshops on SEA Histories, presentations at AAS	Workshops on SEA Arts & curriculum, Sharing and presentations online and nationally	Increase Capacity of the Vietnamese Dual Language school teachers. Expansion of the school to grades K-5 in the year 2018. More qualified K-12 Vietnamese teachers in WA and nationally. 3 cohorts of master teachers will be trained in SEA studies; they will receive a Certificate and WA State Clock Hours by attending SEA Master teacher workshops and creating curriculum modules. This program will be reviewed and advised by COE faculty, and curriculum will be presented and accessible regionally and nationally.
Post-Secondary Outreach	Highline CC "Global Competencies in 21 st Century Asian Studies	Steering Committee formation/Pre-evaluation	Course Development/Professional Development	Course Institutionalization/Evaluation	Integrating SE Asian Course Modules into curriculum at Highline CC. Creating synergy between IFLE programs. Engaging diverse communities through sharing SE Asian knowledge
	HBCU and Northwest Indian College Fellowship for Visiting Faculty	Crafting CFP with Partners/Evaluation planning	Selected Fellows come to UW to work with Faculty mentors	Fellows produce modules on Asian themes/Evaluation	Visiting faculty deepen knowledge of SE Asian politics, culture, STEM and/or professional school disciplines. Visiting faculty work with UW mentors, use library resources, and participate in seminars. Faculty produce curriculum modules for existing and new courses.
Public Affairs Outreach to the General Public	College of Education Collaboration UWT	Planning with COE Faculty	Master-teachers development of curriculum	Module testing by SEAC master-teachers	Sustained Collaboration with the UW Seattle and Tacoma COE Faculty and Curriculum, COE Review of SEAC master teacher program, Larger role of SEA area studies and languages in the curriculum
	Native American-Philippine/Indonesia Community Museums Project	Partners meet to plan program. Pre-program evaluation.	Workshop/Travel of partners to SE Asia/WA	Exhibit planning in Suquamish, Bellingham, Palawan/Bali	Sharing of knowledge between Burke and Suquamish museums and NWIC museum studies program. Exchange and preservation of knowledge of boat-building crafts and oral histories among NW Tribes and SE Asians.
Public Affairs Outreach to the General Public	SEA Visiting Scholars and Artists	Mardzoeki; Suanda, Laungaramsri (Chiang Mai U); Benitez (Philippine Women's U.)	Balinese Craftsmen, Zinoman to present on Bob Jones Collection	Musician Heri Purwanto, Grad Conference Guests	Foster interest in the cultures, histories and languages of SEA. Expand student and faculty knowledge. Expand knowledge of general public. Provide access to diverse points of view.
				Cambodian Performing Artists	AP

8B.2 Effective Use of Resources Engaging Diverse Communities through SEA Studies emerged out of the need to explore new pedagogical techniques and interdisciplinary courses that could foster academic exchange and engagement with SE Asian American UGs who fill over 50% of our SEA UG classes each year. We found that many standard pedagogical practices were not suited to our students' needs (see Sect. 2). This pedagogy work was begun with a Ford Foundation Difficult Dialogues (DD) Grant to SEAC faculty Benitez and L. Sears in 2006 and matched 150% by UW funds, thus providing \$250,000 for the program that ran until 2009. The three-year pilot program identified exemplary models of course development, pedagogy and diversity training, and we offered this training to SEAC faculty, staff, and graduate students. This work has continued under the leadership of Dr. T. Ronquillo and Center Outreach Coordinator T. Sears. Both Ronquillo and T. Sears have now joined the UW Center for Teaching and Learning. The Interactive Theater as Pedagogy Project (ITPP) raises awareness and advances community dialogue about institutional and interpersonal instances of power, privilege, and oppression. ITPP methods will be introduced to 4 cohorts of SE Asia MA students in a quality-based equity and diversity program to increase student awareness of ethnicity, class, race, sexuality and gender issues and, most importantly, to make them better teachers. We have also requested modest funding for three courses that enrich our SEA MA program. Associate Dir. Dr. Van Fleet, Prof. Bonus, and Dr. Henchy, will teach key courses requested by grad student evaluations to enhance our highly successful MA program (see Section 3). Our various collaborations, courses, lectures, K-16 programming, and exhibitions, will bring together faculty from Social Work, Law, Business, Public Affairs, Marine Affairs, and Global Health to work with A&S faculty to implement new and ongoing SEA programming. The collaboration between SEAC and the other

JSIS NRCs also provides opportunities to pool resources for both small and large-scale events and activities, as well as for evaluation and impact assessment purposes. These are high-value programs that use SEAC's resources and personnel to achieve our program objectives.

8C. Cost Effectiveness of Proposed Activities. The largest budget item in our grant proposal is a seed-funded position for an Assistant Professor of Anthropology specializing in the Buddhist cultures of Mainland SEA with expertise in medical anthropology or the environment. Almost 34% of the growing Asian population of WA State is from SEA and half of these are from the Mainland. The timeline for this hire is shown in Table 8, with the UW bearing increasing costs for the position each year. UW's College of Arts and Sciences (A&S) picks up the full cost of this tenure-track position in fall of 2018, and they have given us a firm commitment to this faculty line. This position will articulate with JSIS's Comparative Religion Program and complement SEAC's faculty strength in Islam and Islamic institutions. The new position will also reach out to diverse communities of Khmer, Lao, and Thai Americans of UW's student body and fill an important teaching gap for SEAP and the larger UW institution.

Advanced Language. Costs for adding Advanced Khmer to the SEAP LCTL offerings are modest in a time of great fiscal restraint on campus. All four of our major SEA LCTLs are now paid for by the UW A&S, leaving only Khmer in need of Title VI support. **CCs and MSIs.**

Working with local CCs (CP 1) in this grant round through a collaborative program with Highline CC is the product of six months of careful negotiation. This program, a collaboration with 4 other UW area studies centers, allows us to offer mentoring and to expand knowledge of SEA on terms proposed by Highline CC. Short-term fellowships for faculty from Native American Colleges in Washington State and HBCUs nationally are a cost-effective way to share knowledge of SE Asia. We have been in touch with Professor Johnella Butler, Provost

of Spelman College and former professor at UW, and Ms. Susan Given-Seymour, Director of Cooperative Extension, Outreach, and Community Education of Northwest Indian College, to introduce these residency fellowships for the 2014-17 period. We propose intensive 1-2 week visits to UW by faculty from MSIs to learn about SE Asian politics, culture, STEM and professional school disciplines. The visiting faculty will work with mentors of their choice, audit courses of their choice, and use UW's excellent library resources during the fellowship period. Working in conjunction with other UW National Resource Centers, cohorts of faculty fellows will have special seminars, led by UW Asia specialists, where the fellows can share knowledge and build community. All of these programs together will reach out to diverse communities, strengthen our UG and graduate teaching programs, and use existing resources, faculty, and professional staff to achieve SEAC's program objectives.

8D. Long-term Impact of Proposed Activities. We have chosen three parts of our proposed program to track according to the IFLE performance measures (see Section 9 for a description of our detailed evaluation plan). We will track the growth of our Khmer language program as it transitions from first and second year offerings to advanced. Secondly we will track our collaboration to develop Asian Studies curriculum modules with Highline CC with a goal of institutionalizing new curriculum modules by 2018. Last, we will track the development and progress of the Vietnamese Dual Language Project, the first elementary school partnership of its kind in WA State, with partners in the Highline Public School District. This combination of programs with CCs and Title III and V institutions, hiring a scholar of Mainland SEA, adding advanced Khmer language training, and working with digital technologies and overseas SEA institutions will enrich the educational experience gained in our SEAP through strengthening breadth and depth of coverage in area instruction and advanced language training. We expect to

train more students in advanced levels of LCTL languages, provide new training to graduates and undergraduates in the religion and cultures of Mainland SEA, help faculty set up new curriculum modules at Highline CC as well as offer fellowships to HBCUs and Native American serving institutions to study at UW with faculty mentors, and we are working to increase the numbers and educational experiences of K-12 teachers by expanding their knowledge of SEA languages and cultures. Our collaborative projects with Colleges of Education and Liberal Arts programs that train teachers during the Grant period will also benefit from our increased coverage of mainland SEA. Our ongoing work with LPSN (Indonesian Education and Arts Academy) and Philippine Women's University in Manila allow UW faculty and graduate students to have access to well-functioning overseas programs as well as to dozens of other SEA institutions of Higher Education that have institutional agreements with UW (see Sec. 3).

9. Impact and Evaluation *9A. Impact.* The impact of SEAC's activities and training on universities and communities, both regionally and nationally, is significant and measureable and is reflected in enrollment numbers, graduate career placements, and in participation rates for our educational, outreach, and teacher training programs. Between 2010-2014, 6635 students enrolled in SEAP and SEA language courses and graduates went into careers in a wide range of fields, from government service, to business, non-profit and educational sectors. Based on our sign-in sheets, participant surveys and digital records, thousands of people directly participated in SEAC outreach events and even more received news and content about SEA through the SEAC newsletter, internet and social media streams. The result is a growing network of SE Asia-informed global citizens across campus, the Pacific Northwest region and the nation.

9B. Access and Underrepresented Populations. The UW embraces diversity. The UW Homepage reads: "At the University of Washington, diversity is integral to excellence. We value

and honor diverse experiences and perspectives, strive to create welcoming and respectful

Table 9.1 Tracking SEAC Impact on Universities, Communities, Region and Nation, 2010-14	
SEAC Course Enrollments	
Non-language Undergraduate (UG) Courses	4,715
Non-Language Graduate Courses	241
Language Courses	1,679
Total	6,635
SEAC Students (15 credits or more)	
UG Majors with SEA Concentration	150
Grad/Professional School SEA Concentration	107
Total	257
15+ credits of SEA content courses	
Undergraduates	1,706
Graduates	176
Total	1,882
Undergrad/Graduate Placement	
Elementary/Secondary Education	8%, 7%
Graduate Study/Higher Education	28%, 36%
Government	10%, 14%
Military	3%, 2%
Private Sector/Business	29%, 23%
Non-Profit	15%, 18%
Outreach Event Attendance	
K-12 Outreach	4,592
Post-Secondary Outreach	11,248
Business/Government/General Public	14,033
Total	29,873
Media Data	
List Serve Subscriptions	3,948
Newsletter Recipients (hard copy)	1,458
Social Media (visits over 4 years)	160,000
Website (unique visits over 4 years)	20,000
Total	185,406
Library Access	
SEA Library pages (unique visits)	157,713
Materials Requests	597,880
Total	755,593

learning environments, and promote access, opportunity and justice for all.”

SEAC fosters an understanding of difference, diversity and multiple perspectives in our center, among our students and faculty and in our programming. All SEAC public events adhere strictly to disability access requirements (See GEPA statement), and in addition to a new UW diversity requirement, A&S now has a successful major and minor in Disability Studies as part of its core curriculum and central mission. The SEAP MA program has seen a 50% increase in minority students applying to the program and a 75% increase in minority students accepted into the program since 2010. The UW Faculty Senate approved a required diversity course from a list of approved courses for all students starting this fall. W. Latch, JSIS Director of Student Services,

regularly attends minority-recruiting fairs around the country and visits minority serving colleges and universities. A recent survey of UW UGs indicates that 52% of our students are female, less than 44% are white, 27% are Asian American, and over 12% are under-represented minorities. UW hosts a number of excellent organizations that encourage recruitment and retention of traditionally underrepresented students and participants in activities and programs. SEAC works closely with the UW Office of Minority Affairs and Diversity, the UW Disabilities Services, and the Graduate School, specifically its Graduate Opportunities and Minority Achievement Program, and also partners with the Association of Professional Schools of International Affairs, a consortium of the premier schools of international studies and public affairs, in its efforts to reach out to students from Historically Black Colleges and Universities and Hispanic-serving institutions. The JSIS office of Student Services actively seeks out minority students by participating in college fairs in areas such as Atlanta and Los Angeles where underrepresented students show up in sizable numbers. The UW Ethnic Cultural Center provides tutoring and advising services as well as office and meeting space for underrepresented student groups and currently houses the six associations for Filipino, Indonesian, Khmer, Malaysian, Thai and Vietnamese students. SEAC director L. Sears and faculty members Bonus, Callahan, Giebel, Kyes, Lape, Lowe, Rafael, Sandjaja, Sunardi, as well as Librarian Henchy, SEAC Associate Director Van Fleet and Outreach Coordinator T. Sears, serve as mentors to the student groups, attending meetings and helping student groups to bring noted scholars, public intellectuals, and performers to their events. As detailed in Sec. 8A, SEAC instructors T. Ronquillo and T. Sears are bringing diversity and equity trainings to our MA and other grad students, so that each new cohort is exposed to diversity work as soon as they arrive at UW. There will be pre-program and post-program evaluations that will be used to guide the training of each new incoming cohort,

and they will have the opportunity to pursue certification in their diversity and equity work. All of these programs have been critical in our efforts to diversify by assisting us in identifying groups not familiar with our programs and by providing guidance in our efforts to be more inclusive. In the future, we plan to increase participation in our programs and activities by consulting with colleagues here and at area CC's to reach an even greater number of underrepresented groups.

9C. Center and JSIS NRC Evaluation. SEAC will continue to demonstrate the comprehensive and specific impact of our programs, activities and professional development opportunities while developing and improving many of these programs through an evaluation plan that is targeted toward our long and short-term program goals and that is outcome-measure-oriented. The goal of our evaluation plan is to provide longitudinal collection of data and continuous feedback of that data into the planning and design of future programming. The evaluation plan will help us to focus on and track our progress in achieving our general mission of educating students, the general public, the military and government, and media and business about SEA, as well as our targeted goals for FY 2014-17, which are **1)** to increase the number of students enrolled in language courses, especially at the intermediate and advanced levels, **2)** to expand SEAP's course offerings in Mainland SEA's Lowland Countries of Cambodia, Laos, Myanmar and Thailand, **3)** to expand SE Asian studies expertise to CCs and MSIs in WA state and across the country, and **4)** to expand SEA expertise to K-12 teachers in the Seattle area through targeted outreach projects. See Appendix 3 (PMFs) for individual project goal performance measures and activities. The UW provided \$50,000 in institutional support during FY 2010-13 for evaluation and assessment for the eight JSIS NRCs. They have renewed that commitment for FY 2014-17. Much of the work was carried out with the assistance of the UW

Table 9.2 Evaluation Plan			
Method	Sample Metrics and Targets	Timeline /Yrs	USED Goal/Priority
SEAC exit survey	*Immediate impact of programs on skill development, knowledge, and career plans *Assessment of teaching	Annual	Train experts, FLAS GPRA 2.1
SEAC alumni survey	*Update on employment history *Assessment of use of SEA knowledge	Annual	Train experts, FLAS GPRA 2.1
FLAS biennial survey	*Impact of FLAS on skill development, knowledge, and career plans *Assessment of foreign language instruction *Assessment of quality of UG and grad programs *Update on career interests and employment history	1, 3	Train experts, FLAS GPRA 2.1
Tracking SEAC language enrollments, change	*Tally of students enrolled in SEAC languages *Tracking of students moving from Introductory to Intermediate and Advanced Language study	2, 4	Train experts, FLAS GPRA 2.2
Eval of teacher training and outreach activities	*End-of-activity and follow up reports on impact, including on curriculum and effectiveness in creating meaningful collaborations with minority institutions	1,2,3, 4	AP, CP1, CP2
Monitor events	*Number of attendees and breakdown by sector (K-2, post-sec, public, media, business)	1,2,3, 4	Conduct outreach
Interview with CC & MSI partners	*Impact of SEAC CC & MSI-focused projects on faculty prof. development and curriculum at these institutions *Assessment of impact on students	1,2,3, 4	AP, CP1, CP2
Formal reflection, analysis	*Review of goals and performance measures *SEAC performance measure analysis	4	AP, CP1, CP2

Office of Educational Assessment (OEA), which has a 30-year history of providing comprehensive and objective assessment and evaluation services for projects and programs at the UW, as well as for multi-institution projects and

projects for institutions outside UW. OEA's research staff are specialists in goal identification, evaluation design, quantitative and qualitative methods, and outcomes assessment and have worked with a wide range of external funders, including the National Science Foundation, the National Institute of Health, the Bill and Melinda Gates Foundation, and others. Working with SEAC director and staff, OEA has developed and will continue to define program-specific

methods for data collection and analysis and will provide analysis and feedback for continuing outcomes assessment. OEA developed the *Title VI Assessment Project* during FY 2010-14. *The Assessment Project* developed measurable outputs and outcomes and determined appropriate methods for data collection for JSIS and SEAC alumni, the FLAS program, UG and graduate programs, and outreach programming via surveys, interviews, and focus groups. It will continue to provide effective evaluation methods for the FY 2014-17 SEAC evaluation plan (Table 9.2). The plan will enable SEAC to evaluate the impact of FLAS awards, UG and graduate programs, outreach and professional development activities and will incorporate other campus assessment tools that address quality of curriculum, language and non-language programs, strength of libraries, and the quality of academic and student support services. Collaboration with the other Title VI Centers, including continued commitment from JSIS, will result in a well-functioning process at reasonable cost. In order to ensure that implementation of evaluation methods occurs on a regular basis and that instrument development, analysis, and reporting are all feasible within the grant cycle, the evaluation plan occurs on a four-year cycle, with ongoing activities combined with a different focus for each year. In addition, we provide time after evaluation steps for analysis and implementation of suggestions for improvement. The PMFs (See appendix 4) link SEAC's strategic goals with specific performance measures and activities, while Table 9.2 provides an overall picture of our evaluation plan. Annual exit surveys provide us with valuable and timely feedback as to the efficacy of our programs. We annually review results, brainstorm ways to address issues and then implement changes. OEA conducted four SEAC evaluations between 2010-14, providing valuable information and feedback for SEAC program improvement: an evaluation of a new area studies course (Ethnomusicology, 2011), a language course evaluation (Khmer, 2013), an evaluation of one of our joint outreach programs (CC

Master Teacher Institute, 2013), and an evaluation of the MA program in SEA studies (2013). All the evaluations were used to assess impact and to make program modifications and improvements. For example, the evaluation of the MA program showed we needed more seminars for the MA students and, in response, we have added three MA seminars taught by Van Fleet, Bonus, and Henchy (see Sec.3). We also have been providing more information about SEA internships and career opportunities, re-numbering the Khmer language courses so that they are easier for students to identify in the UW time schedule course listings, and offering follow-up support and guidance after our CCMTI for our Master Teachers while they develop and pilot new area studies content curriculum materials into their classrooms.

9D. Enrollments and UG placements. Between 2010-14, 4956 students enrolled in SEAP content courses and 1679 students enrolled in SEA language courses. Among the SEA-focused UGs who responded to placement surveys during this time, 10% went on to work in state or local government, 3% work for the military, 5% work in K-12 education, 15% are currently working for the private non-profit sector, 29% for the private for-profit sector, 25% went on to graduate study, and 4% work for international organizations. **9E. National needs addressed and graduate placements.** SEAC's efforts to address the national need of offering in-depth area and language education about SEA are reflected not only in our broad course offerings (Appendix 2), but also in a diverse array of programming and information dissemination. SEA as a region and all of the SEA languages SEAC teaches are on the list of priority languages and regions as specified by the Secretary of Education. The Defense Dept. specifies Indonesian, Thai, Tagalog, and Vietnamese as languages critical to our national security and these are the major languages in which SEAC offers advanced levels. Health and Human Services also specifies Indonesia as a critical area and we have core Indonesia faculty

working in Global Health, i.e. Lowe, Riven, and Sparke. The State Dept.'s Critical Language Program includes Indonesian in the list of languages for which scholarships are offered, and SEAC grads Barnes and O'Neil attended the program in Malang last summer. In the current grant cycle, dozens of programs focused on critical areas such as national security, public health, human rights, climate change and democratic reform in SEA. SEAC faculty are routinely invited to give briefings and lectures to think-tanks and federal agencies on issues such as community managed marine conservation in the Philippines (Christie), forest conservation in Indonesia (Lowe), information management and freedom of the press in Myanmar (Callahan), and public health and children's rights in Cambodia (Rivin, Curran). Recent grads have successfully pursued careers related to refugee services, health services, social work, government service and NGO work, language training and private sector professions requiring SEA expertise. A majority of MA students pursue advanced degrees, work in SEA-related fields in the public or private sector, or become post-secondary educators. Two of our recent MAIS SEA graduates hold government jobs in Viet Nam that serve national needs: one as an economic officer for the State Department and the other serving the Global AIDS program in the Dept. of Health and Human Services. Recent MA graduates from the School of Marine Affairs have successfully gone on to take positions for government and non-profit institutions on issues of marine conservation in SEA. For example, Heather d'Agnes (2012) is now a program officer for USAID in Indonesia, Cherie Wagner (2011) works for The Nature Conservancy on the global marine program, and Ralph Riccio (2012) is a Consultant for the Ecosystem Based Adaptation to Climate Change project with the International Union for the Conservation of Nature in Viet Nam. The first cohort of SEA MA students graduated in 2012: Gai-Hoai T. Nguyen is now Assistant Director of the UW Center for Human Rights, and Hunter Marston (SEA MA and Public Affairs) is Myanmar

Engagement Director for the Indo-Pacific Review. PhDs often gain tenure track academic appointments or go on to post-doctoral research work. Recent graduate placements include: Cheryll Alipio (2009, anthropology) assistant professor of anthropology at Queensland University; Bradley Davis (2008, history) assistant professor of history at Eastern Connecticut University; Melda Ariadno (2011, School of Law), assistant professor of international law and chairman of the Center for International Law Studies at the University of Indonesia Faculty of Law; Cheryl Frederick (2008 Psychology) is assistant professor of Captive Wildlife Care and Education at Unity College in Maine; Jayde Roberts (2011, College of Built Environment) assistant professor, School of Asian Languages and Studies, University of Tasmania, Australia; Allan Lumba (2013, history) postdoctoral fellow at Harvard University; Patrick McCormick (2010, history) researcher with the French Scholarly society for SEA (EFEO) in Yangon, Myanmar; Woongkyung Yeo (2011, history) assistant professor of SE Asian studies, Sogang University, Korea; Matt Walton (2012, political science) Senior Research Fellow in Modern Burmese Studies, St. Antony's College, Oxford. Other PhD students with SEA focus have gone into government work such as Joe Bernardo (2014, history), who was recently hired by Los Angeles Mayor Eric Garcetti in their newly-established Office of Immigrant Affairs.

9F. FLAS Recipients and Placements. FLAS recipients in recent years have been increasingly split between A&S graduate students and those from the professional schools. Based on past evaluations of FLAS award trends at UW, the JSIS FLAS coordinator increased efforts at outreach and dissemination of award information to the professional schools. The result was a 40% increase in applications from professional school graduate students, with 31% of all FLAS awards going to professional school students in 2012-13. All SEA FLAS recipients study priority languages and we encourage those who study at advanced levels as well as those who

indicate pursuing careers that meet national needs. Current FLAS awards given to students of Law, Forestry, Social Work and Marine Affairs, and all are preparing to work in areas of national need as defined by the federal government. OEA conducted an evaluation of all former FLAS awardees in 2011 and another in 2013 of more recent alumni. The results indicated that the FLAS award had at least some impact on all of their professional careers. The majority of SEA FLAS participants (68.8%) indicated that the FLAS helped them obtain their first paid position after receiving their degrees and 78.6% indicated using the language they studied under FLAS at least once per year as part of their paid position and most of these (60%) said they used their FLAS language skills at least once a week. OEA-assisted database development and assessment methods have benefited SEAC in our efforts to improve the program and to more effectively track SEA FLAS recipients and graduates. Database management and assessment methods continue to improve as does our ability to modify SEAC program and outreach offerings to increase the number of SEAC students who go into post-grad employment, education, or training in areas of national need.

10. FLAS Awardee Selection Procedures. With the expansion of FLAS offerings to include UG FLAS awards in FY 2010-13 and the increase in qualified candidates who apply, including a greater number of professional school applicants, we are requesting **11** academic year FLAS awards—9 graduate awards and 2 UG awards—and **4** summer FLAS awards for SEA languages. All of SEAC’s six languages, Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese, are priority LCTLs.

10A.1. Advertisement of Awards. The FLAS Coordinator (FC) reaches approximately 5,000 students each year with in-person advertising efforts, and various forms of advertising reach many more current and prospective students across the three UW campuses. The recently

revised UW FLAS website contains extensive information about the FLAS fellowship and receives an average of 38 visitors per day. Approximately 25% of visitors to the website are from outside of WA State. Informational videos, including *About the FLAS Fellowship* and *How to Apply for the FLAS Fellowship*, have been produced and posted to the FLAS website. These two videos were viewed over 300 times during the most recent application cycle. In order to encourage applications from the widest range of students possible, the FLAS Coordinator works closely with departmental advisors and faculty in a variety of departments and professional schools to explain FLAS fellowship benefits and requirements. Understanding the FLAS fellowship allows advisors and faculty effectively to advertise the FLAS fellowship to their students and advise them on the application process. Email announcements are sent to student, faculty and staff listservs and posted on social media sites. Print flyers and posters are distributed across the UW campuses in departmental student services offices, classrooms, dorms, and student organization/support offices, including the Study Abroad Office, the Office of Minority Affairs, the Veterans Center, DO-IT Disability Opportunity Office, and the Offices of Graduate and Undergraduate Fellowship Advising. Print flyers are also distributed at orientations, all FLAS information sessions, and events (such as language club and ROTC meetings). The FLAS Coord. (FC) holds ten to fifteen FLAS information sessions at various locations across the UW campuses, and at least five sessions in professional schools. The FC visits foreign language and area/international studies classrooms, and speaks at new student orientations in departments such as International Studies, Law, and Engineering. The FC also visits meetings of under-represented groups, such as The Society of Hispanic Professional Engineers, DO-IT Disability Services, Black Student Union, Q Center, Pacific Islander Student Commission, LSAMP (Louis Stokes Alliance for Minority Participation), CAMP (College Assistance Migrant Program), Women's

Center, and the TriO Program. Special FLAS information sessions are also offered in all SEA language classes. Tables with FLAS information are hosted at the UW Fellowships Fair and the UW Study Abroad Fair, and webinars and online advising provide information to students who are abroad and/or applying for admission to UW. This outreach has succeeded in encouraging students to apply from a wide range of academic backgrounds and is reflected in recent applications submitted by students from law, museology, forestry, marine affairs, health sciences, global health and public affairs.

10A.2. Selection Process Steps. September-January: The FLAS fellowship is advertised; October-mid January: application is open; application is due in mid-January; Mid-January-March 1: FLAS selection committee evaluates and ranks applications; March 1-April 15: notification letters are sent to applicants.

10A.3. To address the new FLAS priority of taking financial need into consideration for students who qualify for financial aid, we will do the following: **1)** require applicants to submit a federal Student Aid Report (SAR) OR UW Office of Financial Aid Award Letter and **2)** delay the FLAS application due date to the end of January. Both the SAR and the UW OSFA award letter include the expected family contribution. We will delay the due date because the FAFSA opens on Jan 1 and it can take up to 3 weeks for students to get their SAR. We will begin this process in the fall of 2014 for the selection process for the 2014-15 awards. We will be sure that both merit and financial need be considered in the selection process.

10B. Student Applications. Students apply for FLAS fellowships through our online application system. The application gathers information relevant to the FLAS priorities in order to facilitate selection of FLAS fellows according to the priorities. Applicants must submit: **1)** transcripts from all colleges /universities attended; **2)** relevant test scores (GRE, LSAT, MCAT);

3) list of career goals and previous employment; 4) awards received; 5) three letters of recommendation from graduate students and two letters of recommendation from undergraduate students, including one for both graduates and undergraduates which attests to the applicant's foreign language ability; 6) list of foreign languages spoken and at what level; and 7) a statement outlining the proposed course of study and describing how it will facilitate the student's academic and career goals. The FC manages the application process and advises students on all steps in the application. Please see the new financial documents required above.

10C.1. Selection Committee. The FLAS selection committee is established by the SEAC director on a rotating basis so that all faculty who wish have a chance to serve on the committee. The Director of Graduate Studies chairs the committee. It is a gender, ethnicity, area, and discipline-balanced group and is comprised of four SEAC faculty members, one of whom is typically from a professional school and one from language or literature; the associate director serves as a non-voting member.

10C.2. Selection Criteria. The Committee evaluates applications according to the following criteria: 1) previous language training and demonstration of ability to learn language; 2) academic ability as demonstrated by transcripts, test scores and letters of recommendation; 3) interest in pursuing government service and/or meeting a critical national security need; and 4) interest in a professional career, ensuring that fellowships are fairly distributed to students in all relevant disciplines and professional schools, and especially to applicants who are members of traditionally underrepresented groups. For the next four years, we will take financial need into consideration also. Since 2010, SEAC has awarded 32% its FLAS awards to students who demonstrated interest in government service and 39% to students from professional schools and 100% to students studying a FLAS priority LCTL. Since 2010, SEAC has made awards to

students in 18 different departments and 9 professional schools. The number of applications from students in professional schools has increased from 31% in 2010 to 39% in 2014.

11. Priorities Served *11A. NRC Competitive Preference Priority 1.* SEAC is meeting CP1 in several ways for FY 2013-17. *1)* Our major project is a collaboration with Seattle's Highline CC. For this project SEAC will work with Highline CC over the 4-year period to enrich the curriculum at Highline by institutionalizing curriculum modules on SE Asian Studies into existing or new courses. We have negotiated this agreement with the President of Highline CC over the past several months (See Appendix 5, Support Letters) and are collaborating with the other Asia centers at the UW to introduce curriculum on Asian Studies to Highline through course and professional development proposals from Highline faculty. *2)* A second project that satisfies CP1 is a collaboration among the Suquamish Tribe and Suquamish Museum, the Burke Museum at UW, SEAC, the Northwest Indian College (NWIC) in Bellingham, and partner institutions in the Philippines and Indonesia. SEAC core faculty Prof. P. Lape of the Burke Museum of Anthropology and the UW Anthropology Dept. has been working with the Suquamish Tribe, the Suquamish Museum, and the Sibaltan people of Palawan Island in the Philippines on a community museum project funded by Museums Connect (see Sec. 8). We plan to expand this 1-year project that ends this summer to NWIC and to include Balinese boat-building communities to restore the arts of boat-building among master craftspeople in Indonesia, the Philippines, and among Northwest Native American communities. We have been in touch with Ms. Susan Given-Seymour, Director of Cooperative Extension, Outreach, and Community Education at NWIC, and she and Prof. Lape worked together before to build the Museum Studies Program at NWIC. The pilot project, run by SEAC's Lape and his collaborator Director Janet Smoak of the Suquamish Museum, created an excellent collaborative Museum

Exhibition at the Suquamish Museum this past spring, and they look forward to expanding the project to NWIC and to communities in Indonesia and the Philippines over the next four years. SEAC has a letter from Janet Smoak, Director of the Suquamish Museum in Suquamish WA in support of this Museum Exchange Project.

11A.NRC Competitive Preference Priority 2. SEAC has developed several projects for CP2. ***1)*** SEAC will work with a cohort of Master Teachers who will be trained in SEA studies annually (see Sec. 7). They will receive a Master Teacher Certificate and WA State Clock hours by attending SEA Master teacher workshops and creating curriculum modules. This program will be reviewed by UW College of Education faculty, and the curriculum produced will be presented and accessible nationally via a dedicated part of our K-12 website. ***2)*** As the curriculum for the Master Teacher Certificate Program, SEAC faculty will create SEA Asia Teacher Partnerships (STPs) in order to deepen educators' understanding of SEA histories and cultures, to engage educators in building and sustaining the teaching of SEA Asian languages in K-12 levels, and to increase educators' abilities to provide culturally-responsive teaching as they learn how to best apply research knowledge about SEA histories, cultures, and languages in their pedagogy (see Sec. 7). ***3)*** SEAC's final Teacher Program includes collaboration with a SEA language teacher-training program with regional and national impact. We will be working with the only Vietnamese-English Dual-Language Program in WA and only the second such program nationally. We will collaborate with Varghese (UW Seattle) and Beaudoin (UW Tacoma) in the Colleges of Education to create and implement language-teaching trainings for the Vietnamese Dual Language school. Through these collaborations, we intend to provide assistance with language pedagogy and professional development for the teachers as they learn how to best apply knowledge about SEA cultures and, more importantly, language proficiency (Appendix 5).

We believe that working with Highline CC and the Highline K-12 School District will have a significant impact on this area of south King County that is home to many underserved minorities.

11B. FLAS/ Competitive Preference Priority 1. SEAC is very pleased to respond to FLAS CP 1. We have wanted to bring finances into our rankings for years as we have worked with FLAS Committees. Once applicants are screened as competitive for the highest rankings, we will consider their financial needs and status in the final deliberations before ranking the applicants. We will use this screening for all of our graduate and UG FLAS recipients starting in spring '15.

11B. FLAS/ Competitive Preference Priority 2: SEAC will offer 100% of its FLAS awards to one of the USED's 78 priority languages.

1-1

Title VI Funds

UNIVERSITY OF WASHINGTON, SEATTLE
Comprehensive NRC and FLAS: Southeast Asia
FY 2014-2017 BUDGET

1 - 2

Priority		Fiscal Yr: Academic Yr:	Title VI Funds					Total
			Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18		
	Benefits 22.70%	17,025 13,280 8,644						
	Experiential learning/field research in Cambodia							
	B. Rivin (UW Law School & Global Health)	454	2,000					2,000
	Benefits 22.70%							
	SEA MA courses							
	1) Intro to UW SE Asian Studies (S. Van Fleet)	831	3,000					3,000
	Benefits 27.70%							
	2) The Politics of Information (J. Henchy)	831	3,000		3,000			6,000
	Benefits 27.70%							
	3) SEAS & AES course (E. Bonus)			3,000			3,000	6,000
	Benefits 22.70%	681						
	SEA M.A. Program Coordinator		6,000	6,000	6,000		6,000	24,000
	Benefits 22.70%	1,362 1,362 1,362						
	Field School in Conservation Biology							
	Research Scientist, 5% FTE x 44 weeks (P. Kyes)	1,039	3,750				3,750	7,500
	Benefits 27.70%							
CP1	Highline Community College "Global Competencies in 21st Century Asian Studies"							
	UW Faculty Mentor Stipends @ \$750 each (3, 2)	341	2,250				1,500	3,750
	Benefits 22.70%							
CP2	Master Teacher Certificate Program, Southeast Asia Teaching Partnerships (R. Bonus)		2,000	2,000	2,000		2,000	8,000
	Benefits 22.70%	454 454 454						
	Subtotal, Area and Other Instruction		22,000	86,000	69,500	54,330	231,830	
D.	Outreach Student Hourly Assistant							
	\$15/hr (19 hours/week x 33 weeks)	1,599 1,599 1,599	9,405	9,405	9,405		9,405	37,620
	Benefits 17.0%							
CP 1	Philippine and Native American Community Museum, hourly							
	\$15/hr (10 hours/week x 33 weeks)	842	4,950					4,950
	Benefits 17.0%							

1-3

Title VI Funds

UNIVERSITY OF WASHINGTON, SEATTLE
Comprehensive NRC and FLAS: Southeast Asia
FY 2014-2017 BUDGET

1 - 4

Priority	Fiscal Yr: Academic Yr:	Title VI Funds					Total
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18		
	NLRCSEAL pedagogy and training workshops, 2-3 trips (language faculty) SE Asian Languages Program Coordinator Professional Development Travel Stipends for K-14 Teacher Outreach to attend SEAC workshops and conferences, 8 @ \$250	1,000 1,500 2,000	1,000 1,500 2,000	1,000 1,500 2,000	1,000 1,500 2,000	4,000 6,000 8,000	
	TRAVEL SUBTOTAL	44,800	16,400	21,400	18,400	101,000	
4.	SUPPLIES Library Acquisitions Office Supplies	10,000 500	10,000 500	10,000 500	10,000 500	40,000 2,000	
	SUPPLIES SUBTOTAL	10,500	10,500	10,500	10,500	42,000	
5.	OTHER						
	A. OUTREACH (in alphabetical order)						
	K-12 Programming						
	AAS 2015 in Seattle, SEA Master Teacher professional development event		1,500			1,500	
	Ida B. Wells Alternative HS program collaboration		700	500	500	1,700	
	Climate Change--and International Perspective: Science, Art & Activism		2,500		1,500	4,000	
	LPSN Teacher Workshop		2,500	2,500	2,500	10,000	
	Newspapers in Education Curriculum (Seattle Times)	2,500					
CP2	SEA Arts in Libraries and Schools Program Master Teacher program	2,500	1,500	1,500	2,000	7,500	
CP2	Vietnamese Dual Language Program					0	
	Curriculum development, professional service fee	3,500			2,000	5,500	
	Pedagogy and Training Workshop for Vietnamese language Educators	2,000	1,500	1,500	1,500	6,500	
	Washington State Council for the Social Studies annual K-12 educator retreat	750	750	750	750	3,000	
	Writing About Asia-SEA Master Teacher Program in partnership with the Seattle Asian						
CP2	Art Museum SEA lecture series	1,500	1,500	1,500	1,500	6,000	
	Post-Secondary Programming						
	Burmese Language Project	3,500	3,500	3,500	3,500	14,000	
	Center for Teaching and Learning Educator Diversity and Equity Training	3,500		3,000	2,500	9,000	
CP2	College of Education Initiative, UW Tacoma Collaboration	1,000	1,000	1,000	1,000	4,000	
FL2	Digital Advanced Tagalog Initiative		500	500		1,000	
	Field School in Conservation Biology, Indonesia collaboration	3,500			3,500	7,000	
	Global Studies Community College Master Teacher Institute	1,000	1,000	1,000	1,000	4,000	
CP1	Graduate Student Conference			7,000		7,000	
	HBCU and Northwest Indian College Fellowship for visiting faculty	1,000	2,000	2,000	2,000	7,000	
CP1	Highline Community College "Global Competencies in 21st Century Asian Studies"					0	

UNIVERSITY OF WASHINGTON, SEATTLE
Comprehensive NRC and FLAS: Southeast Asia
FY 2014-2017 BUDGET

1 - 5

Priority	Fiscal Yr: Academic Yr:	Title VI Funds				
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Total
FL2	Course development awards @ \$2500 each to Highline CC faculty (3, 2) Professional development stipends for Highline faculty @ \$500 each Pramoedyana Ananta Toer Translation Project with M. Lane and F. Mardzoeki Room and publicity costs Professional Service fees for Residency (2 @ \$2000) SE Asian Languages Conference, rooms and publicity	7,500 2,000 1,000 4,000 1,000			5,000 2,000 1,000	12,500 4,000 1,000 4,000 4,000
FL2						
CP1	<u>Public Affairs, Government, Professional School and Business Programming</u> Bulosan Centennial Conference, publicity, venue and 4 speaker fees @ \$500 Fort Lewis military personnel outreach and training (Military & Government) Global Health, Human Rights and Governance, 2 speaker fees @ \$500 (Law School) Global Mondays, publicity and 1 speaker fee @ \$500 (Law School) Native American-Philippine/Indonesia Community Museums Project (Burke Museum) Museum Training Workshop on Traditional Boat Building and Restoration Traditional SE Asian and Native American Boat Building Master Carver Stipends (5 Museum Exhibit of SEA and Native American Wooden Boats NW Perspectives on Doing Business in Asia (Business School) SEA Visiting Artists and Public Performances Collaboration (School of Music) Seattle International Film Festival U.S. Visiting scholars, speakers fees	3,000 500 1,000 5,000 5,000 5,000 1,700 4,000 500 4,250	500 600 1,000	500 600 1,000 1,000	500 600 1,000 2,500	3,000 2,000 1,000 1,800 8,000 5,000 5,000 2,700 11,500 2,000 10,750
	<u>Technology and Publications</u> SEA Newsletter Production	2,500	2,500	2,500	2,500	10,000
	Subtotal, Outreach	74,200	28,050	38,350	46,350	186,950
B. EVALUATIONS						
CP1	Community Museum Conference and Project Evaluation				5,000	5,000
CP1	Highline CC Collaboration Evaluation	500	500	500	500	2,000
	SEAC and JSIS Program Assessment, OEA Evaluation	5,000	5,000	5,000	5,000	20,000
	Subtotal, Evaluations	5,000	5,000	5,000	10,500	25,500
C. LANGUAGE ACTIVITIES						
	SEASSI Program Administration	2,500	2,500	2,500	2,500	10,000
	administrative personnel	1,000	1,000	1,000	1,000	4,000
	administrative supplies	2,500	2,500	2,500	2,500	10,000
	professional services fees					

1-6

Title VI Funds

1-7

Title VI Funds

UNIVERSITY OF WASHINGTON, SEATTLE
COMPREHENSIVE NRC & FLAS: SOUTHEAST ASIA
APPENDIX 2
COURSE LIST

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**UNIVERSITY OF WASHINGTON, SEATTLE
COMPREHENSIVE NRC & FLAS: SOUTHEAST ASIA
COURSE LIST
APPENDIX 2**

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT			OFFERINGS			PERCENT SE ASIA CONTENT
					2012-2013	UG	G	2013-2014	2014-2015		
AMERICAN ETHNIC STUDIES											
AAS 360	Filipino-American History and Culture	Bonus	F	5	44	0		X	X	X	100%
AAS 395	Southeast Asian Americans: History & Culture	So	F	5	26	1		X	X	X	100%
ANTHROPOLOGY											
ANTH 449 See JSIS A 405	Social Transformation in Modern East Asia	Sorensen	Varies	5				X	X	X	100%
ANTH 526 See JSIS B 526	Political Islam & Islamic Fundamentalism	Robinson	W	5	0	5					25% (lectures, readings)
ACHAEOLOGY											
ARCHY 270	Field Course in Archaeology: Thailand	Marwick	Su	12				X			100%
ARCHY 309	Archaeology of Mainland Southeast Asia	Marwick	S	5				X			100%
ARCHY 325	Archaeology of Island Southeast Asia and the Pacific	Lape	F	5	21	0			X		100%
ARCHY 525	Archaeology of Island Southeast Asia and the Pacific	Lape	F	5	0	5			X		100%
ASIAN STUDIES											
JSIS 203	Rise of Asia	Hamilton	F, Su	5	108	0		X	X	X	25% (lectures, readings)
JSIS 483 See HIST 494 B/HSTAS 490	Special Topics: Researching Asian Histories and Cultures	Giebel	W	5				X			50% (lectures, readings)
JSIS A 207	Asian Civilizations: Traditions	Porter	W	5	49	0		X	X	X	25% (lectures, readings)

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013				OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G	2013-2014	2014-2015				
JSIS A 244 <i>See HSTAS 244</i>	Imperialism and Anti-Colonialism in Asia	Giebel	S	5	29	0		X				50%
ENVIRONMENTAL STUDIES												
ENVIR 433 <i>See JSIS B 433/SMEA 433</i>	Environmental Degradation in the Tropics	Christie	W	5	7	0	X	X				50% (lectures, readings)
GLOBAL HEALTH												
GH 516	Global Health and Human Rights	Rivin	Varies	3	0	6	X	X				25% (lectures, readings)
GH 590	Selected Topics: International Bioethics, Social Justice, and Health Seminar	Rivin	F	1	0	7						25% (lectures, readings)
HISTORY												
HIST 205 <i>See JSIS A 205</i>	Filipino Histories	Rafael	W, Su	5	24	1	X	X				100%
HIST 468 <i>See JSIS B 468/JSIS B 590</i>	Theatre, History, Memory	Sears	S	5	8	2						100%
HIST 485	Comparative Colonialism	Rafael	Varies	5	25	12	X	X				25% (lectures, readings)
HIST 494 <i>See JSIS 483 B/HSTAS 490</i>	Historiography: Researching Asian Histories and Cultures	Giebel	W	5			X					50% (lectures, readings)
HIST 598	Methods in Historical Research: Archives, Testimonies, and Trauma	Sears	S	5					X			100%
HSTAS 221 <i>See JSIS A 221</i>	History of Southeast Asia	Sears	Varies	5	37	0	X	X				100%
HSTAS 244 <i>See JSIS A 244</i>	Imperialism and Anti-Colonialism in Asia	Giebel	S	5	75	0			X			50% (lectures, readings)
HSTAS 265 <i>See JSIS A 265</i>	The Viet Nam Wars	Giebel	F	5	41	0	X	X				100%
HSTAS 364 <i>See JSIS B 364</i>	Violence, Myth and Memory	Sears	W	5			X	X				100%
HSTAS 466 <i>See HSTAS 566/JSIS A 462</i>	Islam, Mysticism, Politics and Performance in Indonesian Culture	Sears	S	5			X					100%

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013			OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G		2013-2014	2014-2015		
HSTAS 490 <i>See JSIS 483/HIST 494</i>	Special Topics: Researching Asian Histories and Cultures	Giebel	W	5				X			50% (lectures, readings)
HSTAS 530 <i>See JSIS 580</i>	Field Course in Southeast Asian History	Giebel, Sears	W	5	0	3			X		100%
HSTAS 532 <i>See JSIS A 582</i>	Seminar in Southeast Asian History	Giebel, Sears	S	5	0	4			X		100%
HSTAS 534 <i>See JSIS A 534</i>	Indonesian Histories, Oral Traditions, and Archives	Sears	W	5	1	4		X			100%
HSTAS 566 <i>See HSTAS 466/JSIS A 462, 586</i>	Islam, Mysticism, Politics and Performance in Indonesian Culture	Sears	S	5	1	4		X			100%
HSTAS 590 <i>See JSIS 586</i>	Special Topics in Southeast Asian Studies: Readings in Modern Vietnamese History	Giebel	S	5				X			100%
HONORS											
HONORS 394	Buddhism and Social Thought	Lowe	F	5				X			25% (lectures, readings)
INTERNATIONAL STUDIES											
JSIS 486 **	Special Topics: Climate Change and Global Health	Lowe	W	5	9	1					25% (lectures, readings)
JSIS 495 **	Task Force: US-Burma Relations: Next Steps	Callahan	W	5	13	0					100%
JSIS 498 **	Advanced Readings: Gender on the Move: Reshaping the Local, Global, and Transnational	Curran	S	5					X		25% (lectures, readings)
JSIS 498 **	Advanced Readings: Alternate Modernities	Warren	S	5					X		25% (lectures, readings)
JSIS A 405 <i>See ANTH 449</i>	Social Transformation in Modern East Asia	Sorensen	Varies	5				X	X		25% (lectures, readings)
JSIS B 310 <i>See POL S 320</i>	State-Society Relations in Third World Countries	Callahan	W	5	53	0					50% (lectures, readings)
JSIS B 407	Islamist Movements	Robinson	W	5	7	0					25% (lectures, readings)

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013			OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G		2013-2014	2014-2015	2015	
JSIS B 433 <i>See ENVIR 433/SMEA 433</i>	Environmental Degradation in the Tropics	Christie	W	5	18	0		X	X		50% (lectures, readings)
JSIS B 446	History, Memory and Justice	Giebel	F	5	21	3				X	50% (lectures, readings)
JSIS B 526 <i>See ANTH 526</i>	Political Islam & Islamic Fundamentalism	Robinson	W	5	0	7					25% (lectures, readings)
LAW											
LAW E 513	Combating Corruption	Eddy	Varies	3				X	X		25% (lectures, readings)
LAW E 526	Law Reform in Transition Economies	Eddy	Varies	3						X	25% (lectures, readings)
LAW, SOCIETIES, AND JUSTICE											
LSJ 469 <i>See POL S 469</i>	Law and Authoritarian Regimes	Whiting	S	5	8	0					50% (lectures, readings)
MARINE AFFAIRS											
SMEA 433 <i>See ENVIR 433/JSIS B 433</i>	Environmental Degradation in the Tropics	Christie	W	5	3	2		X	X		50% (lectures, readings)
MUSIC											
MUSAP 389 * ** <i>See MUSAP 589</i>	World Music: Javanese Gamelan	Purwanto	S	3				X			100%
MUSAP 589 * ** <i>See MUSAP 389</i>	World Music: Javanese Gamelan	Purwanto	S	3				X			100%
MUSEN 411 * ** <i>See MUSEN 511</i>	Gamelan Ensembles	Sunardi	Varies	1				X	X		100%
MUSEN 511 * ** <i>See MUSEN 411</i>	Gamelan Ensembles	Sunardi	Varies	1				X	X		100%
MUSIC 250	World Music	Sunardi	W	3	14	1					25% (lectures, readings)
MUSIC 316	Music Cultures of the World	Ellingson	F	5	60	0		X		X	25% (lectures, readings)
MUSIC 533	Preceptorial Readings in Ethnomusicology	Ellingson	F	5	0	2		X	X		25% (lectures, readings)

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013			OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G		2013-2014	2014-2015		
POLITICAL SCIENCE											
POL S 320 <i>See JSIS B 310</i>	State-Society Relations in Third World Countries	Callahan	W	5	24	0					50% (lectures, readings)
POL S 343 <i>See JSIS A 343</i>	Politics and Change in Southeast Asia	Callahan	S	5	21	0					100%
POL S 469 <i>See LSJ 469</i>	Law and Authoritarian Regimes	Whiting	S	5	20	1					50% (lectures, readings)
PSYCHOLOGY											
PSYCH 494	Field Study in Animal Behavior	Kyes	S	5	2	0		X	X		100%
RELIGION											
JSIS C 202	Introduction of World Religions: Eastern Traditions	Tokuno	W	5	75	0		X	X		25% (lectures, readings)
JSIS C 354	Buddhism	Tokuno	S	5				X			25% (lectures, readings)
JSIS C 490 <i>See JSIS C 590</i>	Special Topics in Religion: Seminar in Buddhist Studies	Tokuno	W	5				X			25% (lectures, readings)
JSIS C 590 <i>See JSIS C 490</i>	Special Topics in Religion: Seminar in Buddhist Studies	Tokuno	W	5				X			25% (lectures, readings)
SOCIAL WELFARE											
SOC WF 497	Advanced Study Abroad in Social Work: Cambodia	Harachi	Su	Varies				X			100%
SOCIOLOGY											
T SOC 435	Migration in the Modern World: Migrants, Immigrants, and Refugees	Ignacio	W	5	23	3			X		25% (lectures, readings)
SOUTHEAST ASIAN STUDIES											
JSIS 495 **	Task Force: Avian Influenza in Southeast Asia: Creating a Regionally Sensitive Onehealth Approach	Lowe	W	5				X			100%

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013			OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G		2013-2014	2014-2015		

JSIS 586 **	Special Topics in Southeast Asian Studies: Southeast Asian Studies Seminar for Incoming MA students	Van Fleet	F	5	0	8		X		100%
JSIS 586 See HSTAS 590	Special Topics in Southeast Asian Studies: Readings in Modern Vietnamese History	Giebel	S	5				X		100%
JSIS A 205 See HIST 205	Filipino Histories	Rafael	W, Su	5	5	0		X	X	100%
JSIS A 221 See HSTAS 221	History of Southeast Asia	Sears	Varies	5	20	1		X	X	100%
JSIS A 265 /HSTAS 265	The Viet Nam Wars	Giebel	F	5	6	0		X	X	100%
JSIS A 343 /POL S 343	Politics and Change in Southeast Asia	Callahan	S	5	23	1				100%
JSIS A 462 586/HSTAS 466/566	Islam, Mysticism, Politics and Performance in Indonesian Culture	Sears	S	5				X		100%
JSIS A 506	Southeast Asia Studies	Lowe	F	5				X		100%
JSIS A 519 **	Southeast Asian Knowledge and the Politics of Information	Henchy	F	5					X	100%
JSIS A 534 See HSTAS 534	Indonesian Histories, Oral Traditions, and Archives	Sears	W	5				X		100%
JSIS A 580 See HSTAS 530	Field Course in Southeast Asian History	Giebel, Sears	W	5	0	6			X	100%
JSIS A 582 See HSTAS 532	Seminar in Southeast Asian History	Sears	S	5	0	5			X	100%
JSIS A 586 See HSTAS 566	Islam, Mysticism, Politics and Performance in Indonesian Culture	Sears	S	5				X		100%
JSIS B 364 See HSTAS 364	Violence, Myth and Memory	Sears	W	5				X	X	100%
JSIS B 468 See HIST 468	Theatre, History, Memory	Sears	S	5	12	2				100%

SOUTHEAST ASIAN LANGUAGES

INDO 111	Elementary Indonesian	Sandjaja	F	5	9	5		X	X	100%
INDO 112	Elementary Indonesian	Sandjaja	W	5	7	4		X	X	100%

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013			OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G		2013-2014	2014-2015		
INDO 113	Elementary Indonesian	Sandjaja	S	5	6	4		X	X		100%
INDO 211	Intermediate Indonesian	Sandjaja	F	5	1	4		X	X		100%
INDO 212	Intermediate Indonesian	Sandjaja	W	5	1	4		X	X		100%
INDO 213	Intermediate Indonesian	Sandjaja	S	5	1	4		X	X		100%
INDO 311	Advanced Indonesian	Sandjaja	F	5	9	1		X	X		100%
INDO 312	Advanced Indonesian	Sandjaja	W	5	1	1		X	X		100%
INDO 313	Advanced Indonesian	Sandjaja	S	5	8	1		X	X		100%
INDO 499	Undergraduate Research in Indonesian	Sandjaja	Varies	3	0	0		X	X		100%
JSIS 486	Special Topics: Introductory Burmese: 1	Van Fleet	F	1	0	0		X	X		100%
JSIS 486	Special Topics: Introductory Burmese: 2	Van Fleet	W	1	0	0		X	X		100%
JSIS 486	Special Topics: Introductory Burmese: 3	Van Fleet	S	1	0	0		X	X		100%
JSIS 486	Special Topics: Intermediate Burmese: 1	Van Fleet	F	1	0	1		X	X		100%
JSIS 486	Special Topics: Intermediate Burmese: 2	Van Fleet	W	1	0	0		X	X		100%
JSIS 486	Special Topics: Intermediate Burmese: 3	Van Fleet	S	1	0	1		X	X		100%
JSIS 486 *	Special Topics: Basic Khmer Language: 1	Yin	F	5	7	1		X	X		100%
JSIS 486 *	Special Topics: Basic Khmer Language: 2	Yin	W	5	9	1		X	X		100%
JSIS 486 *	Special Topics: Basic Khmer Language: 3	Yin	S	5	7	2		X	X		100%
JSIS 486 * * *	Special Topics: Intermediate Khmer Language: 1	Yin	F	5	3	1		X	X		100%
JSIS 486 * * *	Special Topics: Intermediate Khmer Language: 2	Yin	W	5	2	1		X	X		100%
JSIS 486 * * *	Special Topics: Intermediate Khmer Language: 3	Yin	S	5	3	1		X	X		100%
TAGLG 101	Basic Tagalog	Domigpe	F	5	41	3		X	X		100%
TAGLG 102	Basic Tagalog	Atienza	W	5	37	2		X	X		100%

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT 2012-2013			OFFERINGS			PERCENT SE ASIA CONTENT
					UG	G		2013-2014	2014-2015		
TAGLG 103	Basic Tagalog	Atienza	S	5	25	3		X	X		100%
TAGLG 201	Intermediate Tagalog	Domigpe	F	5	6	1		X	X		100%
TAGLG 202	Intermediate Tagalog	Atienza	W	5	4	1		X	X		100%
TAGLG 203	Intermediate Tagalog	Atienza	S	5	8	1		X	X		100%
TAGLG 303	Advanced Tagalog	Domigpe	S	5	2	1		X	X		100%
TAGLG 303	Advanced Tagalog	Atienza	S	5				X	X		100%
THAI 111	Elementary Thai	Kesavatana-Dohrs	F	5	20	2		X	X		100%
THAI 112	Elementary Thai	Kesavatana-Dohrs	W	5	11	1		X	X		100%
THAI 113	Elementary Thai	Kesavatana-Dohrs	S	5	10	1		X	X		100%
THAI 211	Intermediate Thai	Kesavatana-Dohrs	F	5	3	2		X	X		100%
THAI 212	Intermediate Thai	Kesavatana-Dohrs	W	5	2	2		X	X		100%
THAI 213	Intermediate Thai	Kesavatana-Dohrs	S	5	1	2		X	X		100%
THAI 311	Advanced Thai	Kesavatana-Dohrs	F	5	1	0		X	X		100%
THAI 312	Advanced Thai	Kesavatana-Dohrs	W	5	0	1		X	X		100%
THAI 313	Advanced Thai	Kesavatana-Dohrs	S	5	0	1		X	X		100%
THAI 499	Undergraduate Research in Thai	Kesavatana-Dohrs	Varies	3	0	0		X	X		100%
VIET 111	Elementary Vietnamese	Nguyen	F	5	8	2		X	X		100%
VIET 112	Elementary Vietnamese	Nguyen	W	5	6	1		X	X		100%
VIET 113	Elementary Vietnamese	Nguyen	S	5	5	0		X	X		100%
VIET 211	Intermediate Vietnamese	Nguyen	F	5	16	1		X	X		100%
VIET 212	Intermediate Vietnamese	Nguyen	W	5	5	1		X	X		100%
VIET 213	Intermediate Vietnamese	Nguyen	S	5	3	1		X	X		100%
VIET 311	Advanced Vietnamese	Nguyen	F	5	26	0		X	X		100%
VIET 312	Advanced Vietnamese	Nguyen	W	5	26	0		X	X		100%

* Courses funded by the NRC Grant

** New Courses

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERMS	CONTACT HOURS	ENROLLMENT			OFFERINGS			PERCENT SE ASIA CONTENT
					2012-2013		G	2013-	2014-	2015	
					UG			2014	2015		
VIET 313	Advanced Vietnamese	Nguyen	S	5	23	0	0	X	X		100%
VIET 499	Undergraduate Research in Vietnamese	Nguyen	Varies	3	0	0	0	X	X		100%

* Courses funded by the NRC Grant

** New Courses

University of Washington Southeast Asia
Appendix 3
Faculty and Staff Biographies (Alphabetical Order)

SEARS, Laurie J.	3-1	LAPE, Peter	3-20
AFIFF, Suraya	3-2	LATSCH, Wolfram	3-21
ATIENZA, Richard	3-2	LEEHEY, Jennifer	3-21
BENITEZ, Francisco	3-3	LOMBARDI, Clark B.	3-22
BESSNER, Daniel	3-3	LOWE, Celia	3-22
BONUS, Enrique	3-4	MARTS, Joan	3-23
BROWN, Sharan	3-4	MARWICK, Benjamin	3-23
CALLAHAN, Mary	3-5	MILLIGAN, Paula	3-24
CAOUEITE, Therese M.	3-5	MORAN, Peter	3-24
CHARLTON, John	3-6	NGUYEN, Kim	3-25
CHRISTIE, Patrick	3-6	OBERLE, Mark W.	3-25
CRAIG, Donald	3-7	OPPENHEIMER, Dvorah	3-26
CURRAN, Sara	3-7	PEKKANEN, Robert	3-26
DAVIS, Robyn	3-8	PHINNEY, Harriet M.	3-27
DUBOIS, Marchette	3-8	POWELL, Jarrad	3-27
EDDY, Jon	3-9	RAFAEL, Vicente L.	3-28
ELLINGSON, Ter	3-9	RAMAMURTHY, Priti	3-28
GETHING, Thomas W.	3-10	READ, Toni	3-29
GIEBEL, Christoph	3-10	RICHEY, Jeffrey	3-29
HALVORSEN, Robert	3-11	RIVIN, Beth	3-30
HAMILTON, Gary	3-11	ROBINSON, Cabeiri	3-30
HANNAH, Joe	3-12	RONQUILLO, Theresa	3-31
HARACHI, Tracy W.	3-12	SANDJAJA, Desiana Pauli	3-31
HASLAM, Mark	3-13	SCOTT, Sandra	3-32
HENCHY, Judith	3-13	SEARS, Tikka	3-32
HERMAN, Rebecca	3-14	SPARKE, Matthew	3-33
HIRSCHMAN, Charles	3-14	SUNARDI, Christina	3-33
HOANG, Dieu-Hien T.	3-15	TOKUNO, Kyoko	3-34
IGNACIO, Emily N.	3-15	TOLLEFSON, James W.	3-34
ILTIS, Linda L.	3-16	TUCK, Laura	3-35
JEFFORDS, Susan	3-16	TURNER, Bich-Ngoc	3-35
JOHNSON, Darryl N.	3-17	VAN FLEET, Sara	3-36
KESAVATANA-DOHRS, Wiworn	3-17	WARREN, Jonathan W.	3-36
KEYES, Charles F.	3-18	WILLIAMS, Nathalie	3-37
KOBLITZ, Neal	3-18	WILSKIE-KALA, Molly	3-37
KOCHIS, Bruce	3-19	WIN, Than Than	3-38
KONTOGEORGOPOULOS, Nick	3-19	YANG, Anand A.	3-38
KYES, Randall C.	3-20	YIN, Luoth	3-39

SEARS, LAURIE J., Director, Southeast Asia Center, Professor, Department of History. Year of appointment: 1989. Tenured.

Education: Ph.D. (Comparative World History: Southeast Asia, South Asia), University of Wisconsin, 1986

M.A. (South Asian Studies), University of Arizona, 1977

B.A. (European History), Northwestern University, 1968

Number of theses supervised (past 5 years): 13 Ph.D.; 6 M.A.

Major fields of interest and research: Transpacific Studies and Area Studies, Dutch Indies Historical Archives, Oral Traditions and Oral Histories, Islam in Indonesia, Psychoanalysis and Colonialism, Ramayana and Mahabharata Stories in South and Southeast Asia

Foreign language competence: Indonesian = 4, Javanese = 2, French = 2, Dutch = 3, Sanskrit = 2

Overseas/field experience: Teaching in Brunei/Lecturing in Philippines October-November 2012; Research/Travel in Burma and Malaysia, July-August 2007; Archival Research in Holland, September 2004; Field Research in Indonesia, July-Sept. 2003; Research/Travel in Vietnam, Aug.-Sept. 1997; Field Research in Indonesia, June-Aug. 1997; Archival research in Holland, 1997 [Jan-June]; Field research in Indonesia, Nov-Dec. 1996; Field research in Indonesia, June-September 1990; Field research in Indonesia, Jan 1982-August 1984; Archival research in Leiden, Holland, Jan-June 1982; Travel and study in Burma, Thailand, Laos, Singapore, India, Pakistan, Afghanistan, Iran, Nepal, Sri Lanka, Java, and Bali in 1970-1974.

Recent Distinctions: Nominated for Outstanding Graduate Mentor, 2013-2014; "The Politics of Storytelling in Island Imperial Worlds," International Workshop Co-Organizer 2013; East-West Center Consultancy to teach in Brunei, October-November 2012; Invited Commentator to Publication Workshop for Junior Professor, University of Southern California, Dec. 7-8th, 2012; Nominated for Outstanding Graduate Mentor, 2012-2013; UW Simpson Center for Humanities Collaborative Research Grant 2012-2013; Southeast Asia Center Dept. of Education Title VI Grant, P.I., 2010-2014; ACLS Senior Fellowship, 2008-2009; Danz Course Award for Violence, Myth, and Memory, Spring 2008; UW Graduate School International Travel Award, Summer 2007; Panel Organizer for International Convention of Asia Scholars, Kuala Lumpur, 2007; Southeast Asia Center Dept. of Education Title VI Grant, P.I., 2006-2010; Ford Foundation Difficult Dialogues Grant, co-P.I., 2006-2008; Danz Course Development Grant, Winter 2006

Recent Publications:

Situated Testimonies: Dread and Enchantment in an Indonesian Literary Archive (University of Hawai'i Press, 2013).

"Love in the Imperial Field," Paper presented at The Politics of Storytelling Workshop, Seattle, June 2013

"Heroes as Killers or Killers as Heroes," Part I, for Roundtable on The Act of Killing (Indonesian Documentary), *Critical Asian Studies*, Spring 2014.

"Passionate Attachments: Subjectivity and Diaspora in the Transpacific." Written with Francisco Benitez for Janet Hoskins and Viet Nguyen (Eds.), *Transpacific Studies: Interventions and Intersections* (Honolulu: University of Hawai'i Press, 2014).

"The Afterwardsness of Indonesian Studies," In *Producing Indonesia* edited by Eric Tagliacozzo (Ithaca: SEAP/Cornell University Press, 2014).

"Modernity and Decadence in Fin-de-Siècle Fiction of the Dutch Empire," *Indonesia* 90 (Fall 2010).

"Visual Arts, Literature and Performance," in *Interweaving Cultures: Islam in Southeast Asia*, edited by Elizabeth A. Cole et al. (New York: The Asia Society, 2007).

"Reading Ayu Utami: Notes Toward a Study of Trauma and the Archive in Indonesia," *Indonesia* 83(April 2007): 17-40.

"Knowledges that Travel in Southeast Asian Area Studies," with Carlo Bonura, in *Knowing Southeast Asian Subjects*, ed. Laurie J. Sears, 2007.

"Postcolonial Identities, Feminist Criticism, and Southeast Asian Studies," in *Knowing Southeast Asian Subjects*, ed. Laurie J. Sears, 2007.

Knowing Southeast Asian Subjects, edited by Laurie J. Sears, University of Washington Press, 2007.

"Declaration of Universal Humanity," Liberal Islam Network, translated by Laurie J. Sears, *positions* 13: I (2005): 1-4.

"Demons Defiled by Daylight: Violence and Memory in Goenawan Mohamad's Kali" in *Beginning to Remember: The Past in the Indonesian Present*, ed. Mary Zurbuchen, University of Washington Press, 2005.

Shadows of Empire: Colonial Discourse and Javanese Tales. Duke University Press, 1996.

Fantasizing the Feminine in Indonesia. Duke University Press, 1996. [Second printing March 1999].

Autonomous Histories, Particular Truths, edited by Laurie J. Sears, University of Wisconsin Press, 1993.

Percentage of time devoted to teaching SE Asian Studies courses: 75-100%

Courses taught: Violence, Myth, and Memory, Spring '11, Winter '13; Diaspora, Storytelling, and Imperial Formation w/Rick Bonus, Chandan Reddy, Ileana Rodriguez-Silva Spring 2013; Psychoanalysis, Trauma, and Colonialism, Winter '10, Spring '12; Theater as a Site of History and Memory, w/ Kanta Kochhar-Lindgren, Spring, '08, with Tikka Sears, Winter '11, Spring '13; Violence, Myth, and Memory, Danz Course w/ Kiko Benitez, Winter '06, Spring '08; Oral Traditions, Indonesian Histories, Archives, Winter '08, Winter '11, Winter '13; Islam, Mysticism, Politics, and Performing Arts in Indonesia, Winter 2009, '11, '14; Field Course in Southeast Asian Histories w/Christoph Giebel 2008, '11, '13; Seminar in Southeast Asian Historiography w/Christoph Giebel 2008, '11, '13; Interdisciplinary Introduction to Southeast Asia Sp 2009, '11, '13; Southeast Asian Civilizations to 1800; Southeast Asia 1800 to the Present ; The Vietnam Wars ; Colonial Backgrounds of the Vietnam War; Images of Vietnam's Wars in History, Literature, and Film;; Images of War in History, Literature, and Media; Postcolonial Theory and Literatures of Southeast Asia; Drama, Theory, and Transnational Theatres; Historiography, Critical Theory, and the Postcolonial Project; Subjectivities and Identities: A subject-in-process between the global and the local; Graduate Field Seminar on Postcolonial Theory and Comparative Colonialisms.

AFIFF, SURAYA, Department of Anthropology, Faculty of Social and Political Sciences, University of Indonesia.

Education: Ph.D. (Environmental Politics), University of California, Berkeley, 2004

Number of theses supervised: N/A

Major fields of interest and research: Land conflicts, community-based forest management, environmental movement, climate change.

Foreign language competence: Indonesian = 5; English = 5; Sundanese = 5

Recent publications:

Affiff, S. A. 2014. Engineering the Jatropha Hype in Indonesia. *Sustainability* 6 (4): 1686-1704.

McCarthy, J.F., J. Vel and S. Affiff. 2012. Trajectories of Land Acquisition and Enclosure: development Schemes, virtual land grabs, and green acquisitions in Indonesia's Outer Islands. *Journal of Peasant Studies* 39 (2): 521-549.

Peluso, N. L., S. Affiff, N.F. Rakhman. 2008. Claiming the Grounds of Reform: Agrarian and Environmental Movements in Indonesia. *Journal of Agrarian Change* vol. 8, no. 2/3.

Affiff, S. A. and C. Lowe. 2008. Collaboration, Conservation, and Community: A Conversation between Suraya Affiff and Celia Lowe. In *Biodiversity and Human Livelihoods in Protected Areas: Case Studies from the Malay Archipelago*, Navjot S. Sodhi, Greg Acciaioli Maribeth Erb, and Alan Khee-Jin Tan, Eds. Cambridge: Cambridge University Press: 153-164.

Affiff, S.A. and C. Lowe. 2007. Claiming Indigenous Community: Political Discourse and Natural Resource Rights in Indonesia, in *Alternatives: Global, Local, Political*, volume 32 No. 1.

Affiff, Suraya; Fauzi, Noer; Hart, Gillian; Ntsebeza, Lungisile; & Peluso, Nancy. 2005. *Redefining Agrarian Power: Resurgent Agrarian Movements in West Java, Indonesia*. Center for Southeast Asia Studies. UC Berkeley: Center for Southeast Asia Studies.

Whitten, Tony, Roehayat Emon Soeriaatmadja, and Suraya A. Affiff. 2000. *The Ecology of Java and Bali*. The ecology of Indonesia series, v. 2. Hong Kong: Periplus.

Barber, C. V., S. Affiff, A. Purnomo. 1995. *Tiger by the Tail? Reorienting Biodiversity Conservation and Development in Indonesia*. Washington, D.C.: World Resources Institute, WALHI, Pelangi.

Percentage of time devoted to teaching SE Asian Studies courses: N/A

Courses taught: N/A

ATIENZA, RICHARD, Lecturer, Department of American Ethnic Studies, University of Washington, Year of appointment: 2012. Current appointment for 2014-2015.

Education: M.A. (Education), Saint Joseph's College, Manila, Philippines, 2008

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Development of Tagalog curriculum, development of Tagalog teaching materials, Tagalog translation work, Development of Tagalog Oral Proficiency Guideline (OPG) with NRC-based Tagalog/Filipino lecturers.

Foreign language competence: Tagalog = 5, Spanish =

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Basic, Intermediate, and Advanced Tagalog

BENITEZ, FRANCISCO, President, Philippine Women's University. Year of Appointment: 2013.

Education: Ph.D., University of Wisconsin, 2004

M.A., University of Wisconsin, 1996

B.A., Cornell University, 1993

Number of theses supervised (past 5 years): 19 Ph.D; 5 M.A.

Major fields of interest and research: Orality and print culture, film and popular culture, romance and novels, classical Malay literature, nationalism and modernity, constructions of subjectivity in insular Southeast Asia, Malaysia, Indonesia, Singapore and the Philippines

Foreign language competence: Tagalog = 5, Hiligaynon/Ilonggo = 5, Indonesian = 3, Mandarin Chinese = 3, Spanish = 2

Overseas/field experience: Philippines, 2000-2002, and yearly visits since then; travel in Malaysia in 2008; Travel in Singapore, 2001 and 2008.

Recent publications:

"Passionate Attachments: Subjectivity and Diaspora in the Transpacific." Written by Francisco Benitez and Laurie Sears for Janet Hoskins and Viet Nguyen (Eds.), *Transpacific Studies: Interventions and Intersections* (Honolulu: University of Hawai'i Press, 2014).

"Bounded Communities, Dialectical Ethics and the Question of Narrative, or What I Learned Reading Macario Pineda," paper written for *The Politics of Storytelling in Island Imperial Formations* edited by Ileana Rodriguez-Silva and Laurie J. Sears (in preparation for submission to Hawai'i University Press).

currently completing a manuscript on Philippine literature using Tagalog, Spanish, and English texts to explore literary subjectivity as a technology of the self in the early 20th century colonial Philippines. He teaches classes on diaspora and transnationalism, nationalism and narrative, postcolonial literature and theory, Filipino and Filipino American literature, and Filipino film

Proximities: Alternative Subjectivities and the Field of Modern Desires in Philippine Literature (in progress).

Tracking Affect and Desire in Philippine Film (in progress).

"Ang Pinagdaanang Buhay ng Ibong Adarna: Narrativity and Ideology in the Adarna's Corrido and Filmic Versions," *Kritika Kultura* 10, Feb 2008, p 10-61 [peer reviewed journal].

"Transnational Questing Desire in Star Cinema's Milan and Kailangan Kita." In *Vaginal Economies* special journal issue of *positions* edited by Rolando Tolentino (reviewed, accepted, in process).

"Figuring Cold War Labor and Peasant Resistance in Philippine Film: The Example of Lamberto Avellana's Ang HUK sa Bagong Pamumuhay, Anak Dalita and Badjao" solicited for *Cultures at War: The 'Cold War' and the Arts in Southeast Asia*, Tony Day and Maya Liem, eds, (reviewed, accepted and in process).

"Diasporic and Liminal Subjectivities in the Age of Empire: the Case of the 2 Ongs," solicited for *Philippine Palimpsests: Filipino Studies in the 21st Century: History, Cultural Criticism and Social Theory*, Augusto Espiritu and Martin Manalansan, eds. (in progress).

"Communicative Power and Chronotopes of the Nation Form in Indonesian and Philippine Literatures: G. Francis's Nyai Dasima and Francisco Laksamana's Anino ng Kahapon" (in progress).

Percentage of time devoted to teaching SE Asian Studies courses: 50-100%

Courses taught: Comparative Literature 323 Literature of Emerging Nations: Colonialism, Neo-Colonialism and the Nation Form; Comparative Literature 252 Themes in World Literature: Re-imagining Society in Science Fiction Literature and Film

BESSNER, DANIEL, Assistant Professor, Jackson School of International Studies; Year of appointment: 2014

Education: B.A. (History), Columbia University, 2006

M.A. (History), Duke University, 2010

Ph.D. (History), Duke University, 2013

Major fields of interest & research: U.S. foreign policy, Cold War foreign policy

Foreign language competence: German = 5, Hebrew = 3, Arabic = 2

Distinctions: Andrew W. Mellon SICAR Fellowship, Cold War International History Project; Andrew W. Mellon SICAR Fellowship, Cold War International History Project; Ferguson Endowment Grant, Triangle Legal History Seminar; Duke University; Anne Firor Scott Award in Women's Studies, Duke University.

Recent Publications:

2014 (under review) "Becoming Dr. Strangelove: Hans Speier, the Public, and the Making of the Military-Intellectual Complex from Weimar to Washington." *Journal of American History*.

2014 (invited) "Organizing Complexity: The Hopeful Dreams and Harsh Realities of Interdisciplinary Collaboration at the RAND Corporation, 1948-1960." *Journal of the History of the Behavioral Sciences*.

2013 "Weimar Social Science in Cold War America: The Case of the Political Game." *GHI Bulletin Supplement 9*.

2013 "The New School for Social Research." In *Encyclopedia of Jewish History and Culture*, edited by Dan Diner. Stuttgart: JB Metzler Verlag.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less:

BONUS, RICK, Associate Professor, Department of American Ethnic Studies; Adjunct Associate Professor, Communication; Director, Diversity Minor Program; Director, Graduate Studies, Southeast Asia Center. Tenured.

Education: Ph.D. (Communication), University of California, 1997

M.A. (Mass Communication), California State University, 1990

B.A. (Broadcast Communication), University of the Philippines, 1982

Number of theses supervised (past 5 years): 5

Major fields of interest and research: American ethnic studies, communication and culture, Philippine and Filipino American studies, immigration, education, gender ethnography, media production, telecommunications and national development in SE Asia.

Foreign language competence: English = 5; Tagalog = 5

Overseas/field experience: The Philippines

Publications:

Bonus, Rick. 2000. *Locating Filipino Americans: Ethnicity and the Cultural Politics of Space*. Philadelphia: Temple Univ. Press.

Bonus, Rick. 2000. "Of Palengkes and Beauty Pageants: Filipino American-Style Politics in Southern California." In *Cultural Compass: Ethnographic Explorations of Asian America*, ed. Martin F. Manalansan IV. Philadelphia, PA: Temple Univ. Press. 67-84.

Bonus, Rick. 2011. "Transforming the Place That Rewards and Oppresses Us." In *Transforming the Academy: Challenging Racism, Sexism, and Homophobia in the Ivory Tower*, ed. by Mary Yu Danico and Brett Stockdill. Honolulu: Univ. of Hawai'i Press.

Maramba, Dina C. and Rick Bonus, eds. 2013. *The "Other" Students: Filipino Americans, Education, and Power*. Charlotte, NC: Information Age Publishing

Vo, Linda Trinh and Rick Bonus, eds. 2002. *Contemporary Asian American Communities: Intersections and Divergences*. Philadelphia: Temple Univ. Press.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: Filipino American History and Culture; Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America; Introduction to the Cultures of American Ethnic Groups; Race, Ethnicity, and Education; Ethnographic Methods in School Communities.

BROWN, SHARAN, Research Professor, College of Education, Educational Leadership & Policy Studies. Tenured.

Education: Ed. D. University of Washington, June 1991

J.D. Seattle University School of Law, 1984

M.A. (Rehabilitation Counseling), Seattle University, 1979

B.A. (Near Eastern Archaeology), University of Washington, 1974

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: American public school law, special education law, international children's rights law, and disability law; the influence of law on educational practice and policy as well as the rights broadly of children and individuals with disabilities; legal education for educators and other service providers; legal advocacy for children in developing countries; the design and implementation of research in collaboration with community disability advocacy organizations.

Overseas/field experience: Cambodia, 1997-present; Vietnam, 1994-1998; Hong Kong, 1998.

Distinctions: Fulbright Scholar Award to teach in the Royal University of Law and Economics in Phnom Penh, Cambodia and conduct research on children's rights issues, 2005-2006

Recent publications:

Brown, S.E. and Op, V. (2008). *Cambodian Law and the Convention on the Rights of the Child* (2nd ed.). Save the Children Norway/Cambodia Office. Phnom Penh: Cambodia. Also available in Khmer translation.

Brown, S.E. and Op, V. (2008). *The Legal Rights of Children in Cambodia: International and Cambodian Laws, Regulations and Guidelines Relating to Children* (2nd ed.). Save the Children Norway/Cambodia Office. Phnom Penh: Cambodia. Also available in Khmer translation.

Brown, S.E. and Op, V. (2008). *Protecting the Rights of Children in the Cambodian Justice System: A Handbook for Judges, Prosecutors, Lawyers, and Police* (2nd ed.) Save the Children Norway/Cambodia Office. Phnom Penh: Cambodia. Also available in Khmer translation.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

CALLAHAN, MARY, Associate Professor, International Studies; Year of Appointment: 1999.

Education: Ph.D. (Government) Cornell, 1996

M.A. (Political Science) Cornell University, 1991

M.Sc. (Asian Politics), University of Queensland, Brisbane, Australia, 1989;

M.Sc. (Political Philosophy), London School of Economics and Political Science, 1984

B.A. (American Politics & Political Theory), Pennsylvania State University, 1983

Number of theses supervised (past 5 years): 6 Ph.D., 8 M.A.

Major fields of interest & research: Civil-military relations, Southeast Asian politics, comparative politics, ethnic conflict, political parties and elections

Foreign language competence: Burmese = 5; French = 2; Spanish = 2

Overseas/field experience: England 1984; Australia 1989; Southeast Asia 1989-1992; Burma 2004-14 (48 mo)

Distinctions: 2006 Harry Benda Prize, Best First Book on Southeast Asia, Association for Asian Studies; 2004 Henry M. Jackson Foundation Grant

Recent publications:

2014 "Ethnicity without Meaning, Data Without Context: The 2014 Census, Identity and Citizenship in Myanmar," Transnational Institute.

2013 "Documentation of Risk Mitigation Report: The 2014 Census Pilot in Myanmar," with Nancy Stiegler and Christoph LeFranc, United Nations Population Fund, May 2013.

2013 "2014 Myanmar Census: Political Risk Assessment," with Daw Tin Tin Win, United Nations Population Fund.

2012 "The Generals Loosen Their Grip," *Journal of Democracy* 23:4.

2012 "Drivers of Change in Post-Junta, Constitutional Burma," US Agency for International Development, 6 February 2012.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Task force on privatization of foreign aid; State-society relations in the Third World; Southeast Asian Politics; Human rights and humanitarianism in Asia

CAOUCETTE, THERESE M., Lecturer, Jackson School of International Studies. Year of appointment: 2003

Education: Masters in Public Health, Chulalongkorn University, Thailand, 1998

Emergency Management Training, Asian Institute of Technology, Thailand, 1987

B.A. (Social Development and Community Organization), University of Minnesota, 1977-1981

Major fields of interest and research: Human rights, migration and trafficking issues and participatory development and research.

Foreign language competence: Thai = 4 (spoken) and 3 (written); Khmer = 2

Overseas/field experience: Burma, 2014; Thailand, 2010-2014, 2002, 1999-2001, 1988-91, 1995-97, 1982-95; Vietnam, 2002; Tanzania, 1997-1998.

Distinctions: Executive Director, Partners Asia; Consultant, United Nations (Bangkok); Consultant, Rockefeller Foundation (Bangkok); Consultant, Oxfam and Save the Children (Hanoi), 2002; Consultant, Rockefeller Foundation (New York) 2001-2002.

Recent publications:

Caouette, T., Sciortino, R., Guest, P. & Feinstein, A. (2006). *Labor Migration in the Greater Mekong Sub-region*. Bangkok: Rockefeller Foundation.

Caouette, T.M., Punpuing, S., Panam, A. & Khaing Mar Kyaw Zaw. (2004). *Migrant Domestic Workers: From Burma to Thailand*. Bangkok: Mahidol University: Institute of Population and Social Research (also published in Thai and Burmese languages).

Caouette, T.M. & Pack, M. (2002). *Pushing Past the Definitions: Migration from Burma to Thailand*. Washington D.C.: Refugees International and The Open Society Institute.

Caouette, T. M. (2001). *Small Dreams Beyond Reach: The lives of migrant children and youth along the borders of China, Myanmar and Thailand*. Bangkok: Save the Children, UK.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

CHARLTON, JOHN, Director, Career Services; Alumni Relations

Education: M.A. University of Washington, 2011

B.A. Durham University, 2003

Foreign language competence: Japanese, French, Swedish

Overseas/field experience: Japan

Contributions to Strength of Program: provide academic advising to JSIS individual programs and to Student Services; extensive support to JSIS students and alumni in all aspects of career development; in-person advising appointments; career-related programming; networking opportunities with program alumni; current job and internship announcements via listservs and websites; coordination for departmental internship scholarships; serve on steering committee, UW Making the Difference; steering committee, UW Careers in Government and Public Service Opportunities Fair; scholarship committee, UW Fulbright; scholarship committee, Luce Scholarship programs; co-manage UW process for the Carnegie Junior Fellows Program

CHRISTIE, PATRICK, Professor, School of Marine Affairs. Year of Appointment: 2001. Tenured.

Education: Ph.D. (Natural Resources and Environment), University of Michigan, 1999

M.S. (Conservation Biology), University of Michigan, 1993

B.S. (Zoology), University of Wisconsin-Madison, 1987

Number of theses supervised (past 5 years): 1 Ph.D; 16 M.A.

Major fields of interest and research: Social feasibility of marine conservation; coral reefs; diffusion of innovation and social movement theory; qualitative social research methods.

Foreign language competence: Spanish = 3, French = 3, Tagalog = 3, Sambal-tina = 3

Overseas/field experience: Philippines, 1987-90, 1999-present; Nicaragua, 1992-1997; Costa Rica 1992; France 1986.

Distinctions: Pew Fellowship in Marine Conservation, 2007-11; David and Lucile Packard Foundation grants, 2001-03 and 2004; National Foundation Grant, 2002.

Recent publications:

Sale, P. P. Christie, and 10 other authors. In review. "Tropical coastal seas and quality of life in the 21st Century." *Global Environmental Change*.

Combest-Friedman, C., P. Christie, E. Miles. 2012. "Climate variability and coastal household perceptions of change in the Central Philippines." *Journal of Environmental Management* 112: 137-48.

Glaser, M., P. Christie, K. Diele, L. Dsikowitzky, S. Ferse, I. Nordhaus, A. Schlüter, K. Schwerdtner Mañez, C. Wild. 2012. "Beyond status: Sustainability-enhancing processes in tropical coastal and marine social-ecological systems." Invited contribution to Special issue of *Current Opinion in Environmental Sustainability (COSUST)* 4:300-308.

Aswani S., P. Christie (Joint first author with Aswani) N.A. Muthiga, R. Mahon, J.H. Primavera, L.A. Cramer, E.B. Barbier, E.F. Granek, C.J. Kennedy, E. Wolanski, S. Hacker. 2012. "The way forward with ecosystem-based management in tropical contexts: Reconciling with existing management systems." *Marine Policy* 26:1-10.

Christie, P. 2011. "Creating space for interdisciplinary marine and coastal research: Five dilemmas and suggested resolutions." *Environmental Conservation* 38 (2): 172-186.

Agardy, T., Notarbartolo di Sciara, G., and P. Christie. 2011. "Mind the gap: Addressing the shortcomings of marine protected areas through large scale marine spatial planning." *Marine Policy* 35: 226-232.

Percentage of time devoted to teaching SE Asian Studies courses: 25%

Courses taught: Integrated Coastal Management; Root causes of environmental degradation in the tropics; Society and the oceans.

CRAIG, DONALD, Data Manager, Jackson School of International Studies. Year of appointment: 2010.

Education: Doctor of Musical Arts in Composition, University of Washington, 2009

Experience: Years of developing software for music applications, experimental art media, and for the web. Music and video work has been shown internationally as well as locally. Contributed software to collaborative art works presented in Seoul, New York, and in Seattle at the Wing Luke Asian Art Museum.

Contributions to Strength of Program: Gathered data every year on course enrollments, course info, and student graduation. Implemented the online FLAS application each year. Implemented other online scholarship and fellowship applications, along with faculty and staff surveys. With Felicia Hecker and Keith Snodgrass, worked on the Impact Project Portfolios, gathering the necessary data and implementing the survey of alumni.

CURRAN, SARA, Associate Professor, International Studies and Public Affairs; Associate Director, Center for Studies in Demography and Ecology

Education: Ph.D., (Sociology), UNC at Chapel Hill, 1994

M.S., (Sociology), North Carolina State University, 1990

B.S., (Natural Resource Management), University of Michigan, 1983

Number of these supervised (in past 5 years): 5 Ph.D.; 15 M.A.

Major fields of interest and research: Demography; sociology; social science research methods; qualitative methods; mixed methods; gender and development; migration and immigration; population, environment and development; Thailand

Foreign language competence: Thai = 3.5, French = 2, Spanish = 1, Dari = 1

Overseas/field experience: Research in Thailand 1992, 1994, 1997, 1998, 2001, 2002, 2003, 2004, 2013

Distinctions: Council Member, Population Section, American Sociological Association, 2008-present; Chair, International Migration Section, American Sociological Association, 2005.

Recent publications:

Clevenger, Casey, Amelia Seraphia Derr, Wendy Cadge, Sara R. Curran. 2014. "How Do Social Service Providers View Recent Immigrants? Perspectives from Portland, Maine and Olympia, Washington." *Journal of Immigrant & Refugee Studies*

Curran, Sara R. & Jacqueline Meijer-Iron. Under review. "Climate Variability, Land Ownership and Migration: Evidence from Thailand about Gender Impacts." *Washington Journal of Environmental Law & Policy*.

Curran, Sara R. 2013. "Migration, Social Capital, and the Environment: Considering Migrant Selectivity and Networks in Relation to Coastal Ecosystems." Reprinted article in Hugo, Graeme (editor). *Migration and Climate Change*. New York: Edward Elgar Publishing.

Curran, Sara R. 2013. "Population and Environment in Southeast Asia." in Williams, Lindy and Phil Guest (editors). 2013. *Demography of Southeast Asia*. Ithaca, NY: Cornell University Press.

Jaworsky, Nadya, Peggy Levitt, Wendy Cadge, Jessica Hejmanek, and Sara Curran. 2012. "New Perspectives on Immigrant Contexts of Reception: The Cultural Armature of Cities." *Nordic Journal of Migration*. 2(1): 078-088.

Curran, Sara R. *Shifting Boundaries, Transforming Lives: Globalization, Gender and Family Dynamics in Thailand*. Book Manuscript accepted at Princeton University Press.

Cooke, Abigail, Sara R. Curran, April Linton & Andrew Schrank. 2008. "Agriculture, Trade and the Global Governance of Food." *Globalizations*. 5(3): 99-106. (also published in *Global Governance of Food* (Routledge)).

Curran, Sara R., April Linton, Abigail M. Cooke & Andrew Schrank (editors). 2009 *The Global Governance of Food*. Routledge, London, UK. (Rethinking Globalization Series).

Perecman, Ellen and Sara R. Curran. (editors). 2006. *A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods*. Sage Publications, CA.

Curran, Sara R. *Shifting Boundaries, Transforming Lives: Globalization, Gender and Family Dynamics in Thailand*. Book Manuscript, Advanced contract from Princeton University Press, Princeton, NJ.

Curran, Sara R. 2008. "The Global Complexity Framework" *Globalizations*. 5(3):107-110. (also published in *Global Governance of Food* (Routledge, 2009)).

Cooke, Abigail, Sara R. Curran, April Linton & Andrew Schrank. 2008. "Global Complexity and Local Dynamics." *Globalizations*. 5(3): 319-328. (also published in *Global Governance of Food* (Routledge, 2009)).

Curran, Sara R. and Abigail Cooke. 2008. "Unexpected Outcomes of Thai Cassava Trade: A Case of Global Complexity and Local Unsustainability." *Globalizations*. 5(3):111-127. (also published in *Global Governance of Food* (Routledge, 2009)).

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Research Methods for International Studies; Qualitative Research Methods; International Studies Colloquium, Part 1, 2, 3.

DAVIS, ROBYN, FLAS Fellowship Coordinator, Year of appointment: 2011

Education: M.A. (Arab Studies) Georgetown University, 2006

B.A., (English, History) University of Washington, 2001

Foreign language competence: Arabic = 4, Spanish = 2.

Overseas/field Experience: Egypt, Qatar, Syria, Jordan, Austria, Guatemala, Costa Rica

Academic Experience: UW FLAS Coordinator (3 years), Resident Director Arabic Undergraduate Flagship Program (2 years).

Contributions to Strength of Program: Advertise, promote, and educate about the FLAS fellowship program campus wide for eight Title VI centers; advise awardees on benefits and academic, travel, and reporting requirements; ensures reports are submitted on time, budgets are balanced, and federal regulations are met.

DUBOIS, MARCHETTE, Library Specialist I. Year of appointment: 2007

Education: B.A./B.M. (Music History) SUNY Potsdam, NY 1991

Overseas/field experience: Research/Travel in Vietnam, Cambodia, Thailand, 1998, 1999, 2001; Vietnam, 2014; Romania, July-Aug. 2003, July-Aug. 2006, Oct. 2009, Nov. 2013

Foreign language competence: Khmer = 1, Thai = 1

Contributions to Strength of Program: 15 years of Library catalog database management.

EDDY, JON, Professor, Asian Law Center, School of Law. Year of appointment: 2005. Tenured.

Education: J.D., University of Washington, 1969

B.A., Harvard College, 1966

Major fields of interest and research: Commercial law, development work, anti-money laundering. Project director for the Afghanistan Legal Educators project.

Overseas/field experience: Indonesia, Philippines, Afghanistan, Ethiopia

Contributions to Strength of Program: Mr. Eddy's appointment is funded under a grant from the US Department of State. His principal responsibility is as Program Manager of the US-Afghan Legal Educators Program. He continues to serve as an occasional consultant providing advice to a number of donor organizations or government agencies in Indonesia and the Arabian Gulf including USAID, AusAID and the US Department of Commerce.

Recent publications:

"Combating Money Laundering: Institutional Choices and Issues in Indonesia," in Mark Cammack, Ibrahim Assegaf and Veronica Taylor (eds) *Reforming Indonesian Legal Institutions* (in preparation, publication through University of Washington Press).

"Towards Rule of Law in Afghanistan: Reality Intrudes," *Journal of International Cooperation Studies* 7:1 (Oct 2009)

"Legal Culture, Institutional Design Choices, and the Struggle to Implement an Effective Anti-Money Laundering Regime in Indonesia," *Australian Journal Asian Law* 7:1 (2005)

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Sales, Secured Transactions, Bankruptcy

ELLINGSON, TER, Professor, Department of Ethnomusicology; Adjunct Professor, Anthropology. Year of appointment: 1981. Tenured.

Education: Ph.D. (Anthropology and Buddhist Studies), University of Wisconsin-Madison, 1979

M.A. (Religion), University of Chicago, 1970

B.A. (History/Political Science, Music), Concordia College, 1966

Number of theses supervised (past 5 years): 7 Ph.D., 6 M.A.

Major fields of interest and research: Himalayan music; Buddhism; Shamanism; ritual; political organization; critical history of anthropology and ethnomusicology

Foreign language competence: Tibetan = 4, Newari = 3, Sanskrit = 2, Pali = 1

Overseas/field experience: Nepal, 1973-74, 1982-83, 1984, 1987-88; India 1983, 1984; Sri Lanka 1983; Japan 1983; Thailand, 1982; Canada 1974; Switzerland 1970, Ghana 2004, 2005.

Recent publications:

The Mandala of Sound: Sound and Concept in Tibetan Ritual Music (Cambridge University Press, forthcoming).

The Discovery of Music: Transcription and the Search for Ethnomusicological Paradigms (U. of Chicago Press, forthcoming).

Percentage of time devoted to teaching Southeast Asian Studies courses: 25% or less

Courses taught: MUSIC 316, 512, 533

GETHING, THOMAS W., Affiliate Professor (Emeritus), Department of Asian Languages and Literature; Former Director of the Office of Postdoctoral Affairs. Year of appointment: 1995. Tenured.
Education: Ph.D. (Linguistics), University of Michigan, 1966
 M.A. (Linguistics), University of Michigan, 1963
 B.A. (English), University of Michigan, 1961
 ACTFL, UW language pedagogy workshop-trained
Number of theses supervised (past 5 years): N/A
Major fields of interest and research: Semantics, language and culture, Northern Thai (Khammuang); language pedagogy.
Foreign language competence: Thai = 4, Lao = 2, Indonesian = 1, French = 2
Overseas/field experience: Thailand: 1964-65, 1976, 1982, 1992, 1995-2009 annually, 2011-2014 annually. Laos: 1987, 1993. Viet Nam: 2000, 2007
Distinctions: Field Director, AST Program; Former Chair, SEASSI Board
Publications:
 2000 Lao entry in "Facts about the World's Languages," Garry & Rubino (eds), H.W. Wilson Press
 1995 Review of "Tai languages, linguistics, and literature" by Compton & Hartmann, *Journal of the Association for Asian Studies*; v. 54, no. 1, 253-4.
 1992 (With P.T. Bilmes) *Thai Basic Reader* (Revised), University of Hawaii.
 1992 (With P.T. Bilmes) *Teacher's Manual for Thai Basic Reader* (Revised), University of Hawaii.
 1986 "Selective Development of the Thai Lexicon," *Crossroads* v.3, no. 1, 118-122.
 1985 (With P.T. Bilmes) *Thai for Public Health Professionals*, University of Hawaii.
Percentage of time devoted to teaching SE Asian Studies courses: 25% or less
Courses taught: N/A

GIEBEL, CHRISTOPH, Associate Professor, International Studies; Department of History. Year of appointment: 1998. Tenured

Education: Ph.D. (Southeast Asian History), Cornell University, 1996
 M.A. (Southeast Asian History), Cornell University, 1991
 M.A. (Asian Studies: Southeast Asia), Cornell University, 1989
Number of theses supervised (past 5 years): 10 Ph.D.; 6 M.A.
Major fields of interest and research: Vietnamese history (especially the 20th century; Vietnamese communism, labor, post-independence historiography); history, memory, and justice in SE Asia
Foreign language competence: German = 5, Vietnamese = 4, Mandarin Chinese = 2, French = 2
Overseas/field experience: Indonesia and Singapore, 1980-81; Taiwan and PR China, 1983-84, 2001; Viet Nam, 1986-87, 1992, 1999, 2000, 2001, 2004, 2005-present – teaching and conferences; France, 1988-89, 1992, 1993
Distinctions: Elected Member, Southeast Asia Council, Association of Asian Studies (AAS), 2005-2008; Multiple smaller, competitively awarded grants in support of my Vietnamese history conference-Workshop trilogy (Ford Foundation Ha Noi, UW Simpson Center for the Humanities, UW College of Arts & Sciences, UW Southeast Asia Center, etc.), 2007-10; UW History Department Outreach Speakers Series, 2008-09 award for "US Empire in Comparative and Historical Perspective," co-organizer; "Exploring Indochina and Viet Nam through the Humanities," Andrew W. Mellon Foundation UW Area and International Studies Initiative, 2013 award (PI); multiple UW Provost grants for study abroad programs in Central Viet Nam, 2007-2015.
Recent publications:
 H-Diplo Roundtable review article on James Waite, *The End of the First Indochina War: A Global History* (Routledge, 2012).
 Published. March 2014 at <http://www.h-net.org/~diplo/roundtables/PDF/Roundtable-XV-27.pdf>
 "Phong Trào Giải Phóng Dân Tộc Và Chiến Tranh Lạnh Ở Việt Nam: Những Đại Diện Không Gian Của Chiến Tranh Sau Năm 1954" (National Liberation and the Cold War in Viet Nam: Spatial Representations of War After 1954), in: *Việt Nam Học. Kỳ Yếu Hội Thảo Quốc Tế Lần Thứ Ba: Việt Nam – Hội Nhập Và Phát Triển (Viet Nam Studies. Proceedings of the Third International Conference (on) 'Viet Nam: Integration and Development')*, Ha Noi: National University of Viet Nam Press, 2010 (2011).
 H-Diplo Roundtable review article on Mark Philip Bradley, *Vietnam At War*. New York: Oxford UP, 2009. Released on-line on May 23, 2011 at <http://www.h-net.org/~diplo/roundtables/PDF/Roundtable-XII-22.pdf>
Percentage of time devoted to teaching SE Asian Studies courses: 75%
Courses taught: History of Southeast Asia; The Viet Nam Wars; Graduate Field Seminars in Southeast Asian History

HALVORSEN, ROBERT, Professor, Department of Economics, University of Washington. Year of appointment: 1984. Tenured.

Education: Ph.D. (Economics), Harvard University, 1973

M.P.A., Harvard University, 1968

M.B.A., Harvard University, 1965

B.B.A., University of Michigan, 1963

Major fields of interest and research: Environmental economics; economics of natural resources; Benefit-cost analysis

Recent publications:

Handbook on the Economics of Natural Resources, co-editor with David F. Layton (Cheltenham, U.K.: Edward Elgar Publishing, forthcoming)

"What Does the Empirical Work Inspired by Solow's 'The Economics of Resources or the Resources of Economics' Tell Us?", *Journal of Natural Resources Policy Research*, January 2009.

"The Marginal Willingness to Pay for Longevity: A Better Way to Value Changes in Mortality Hazard," with Neil Bruce, *Research in Law and Economics*, Volume 23, 2007.

Explorations in Environmental and Natural Resource Economics: Essays in Honor of Gardner M. Brown, Jr., co-editor with David F. Layton (Cheltenham, U.K.: Edward Elgar Publishing, 2006)

"Estimation of Market Power in a Nonrenewable Resource Industry," with Gregory M. Ellis, *Journal of Political Economy*, August 2002

"Fiscal Incentives for Investment in Thailand," in A. Shah, editor, *Fiscal Incentives for Investment and Innovation* (Oxford: Oxford University Press, 1996)

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Environmental Economics; Economics of Natural Resources; Public Finance; Benefit-Cost Analysis; Microeconomics of Policy Analysis; Microeconomic Theory; Public Choice

HAMILTON, GARY, Professor, Sociology and International Studies. Year of appointment: 1993. Tenured

Education: Ph.D., University of Washington, 1975

M.A., University of Washington, 1970

Number of theses supervised (past 5 years): 2 Ph.D.; 5 M.A.

Major fields of interest and research: Economic sociology, comparative and historical sociology; sociology of East and Southeast Asia.

Languages: Chinese = 1

Overseas/Field Experience: Research in Asia 1984-present.

Distinctions: Guggenheim Fellowship; Fellow at the Center for Advanced Study in the Behavioral Sciences; Fulbright Fellowship; Current Grants from the Rockefeller Foundation, Sloan Foundation, and Chiang Ching-kuo Foundation

Recent publications:

Paperback edition, 2012. *The Market Makers: How Retailers are Reshaping the Global Economy*. (Lead editor, with Misha Petrovic and Benjamin Senauer). Oxford University Press.

2009 "Getting Rich and Staying Connected: The Organizational Medium of Chinese Capitalists" (with Wai Keung Chung), *Journal of Contemporary China* 18:58 (January), 47-67.

2006 *Emergent Economies, Divergent Paths: Economic Organization and International Trade in South Korea and Taiwan*. (with Robert C. Feenstra). New York: Cambridge University Press.

2006 *Commerce and Capitalism in Chinese Societies*. London: Routledge.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Introduction to Sociological Theory; History of Sociological Thought; Special Topics in Sociology; Special Topics in Theory and the History of Sociological Thought

HANNAH, JOE, Full-time Lecturer, Department of Geography

Education: Ph.D. (Geography), University of Washington, 2007

M.A. (Asian Studies - Southeast Asia), Cornell University, 1989

B.S. (International Agricultural Development), University of California, Davis, 1985

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Political Geography, Critical Cartography, Civil Society Formation and International Development Issues in Vietnam

Foreign language competence: Vietnamese = 3

Overseas/field experience: Vietnamese boat people refugee camp, Singapore, 1983 & 1985; International Development consulting, Vietnam, 1993-1997; Ethnographic research, Vietnam, 2003-2004.

Distinctions: Nominations, UW Distinguished teaching award (2010, 2013)

Award for Excellence in Undergraduate teaching, Department of Geography (20013, 2014)

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Geography of Global Inequality; Geography of Food and Eating; Geographies of the Developing World; State-society Relations in the Third World

HARACHI, TRACY W., Associate Professor, School of Social Work, Year of appointment: 2006. Tenured.

Education: Ph.D. (Social Work), University of Washington, 1991.

M.S.W., University of Washington, 1988.

B. A. (Business), University of Washington, 1986.

Number of theses supervised (past 5 years): 3 Ph.D., 7 M.A.

Major fields of interest and research: Prevention of adolescent problem behaviors; etiology, and family and school-based interventions; Issues related to migration including cultural adaptation of immigrants and refugees particularly SE Asian populations; Area emphasis on Cambodia; Program evaluation and implementation fidelity; Social Work instructional development.

Foreign language competence: Japanese = 2, Spanish = 3, Khmer = 2

Overseas/field experience: Extensive research and travel in Cambodia

Distinctions: 2012 Partners for International Education Award, Council on Social Work Education; 2011 Outstanding Public Service Award, University of Washington; 2006 Society for Prevention Research, Friend of Early Career Preventionist Network Award; 2005 Society for Prevention Research, Community, Culture, and Prevention Science Award

Publications:

Harachi, T.W. (2014). Review of Social Work Practice: An Emphasis on Public Social and Child Welfare (in Cambodia). UNICEF.

Harachi, T.W. (2014). "Perspectives from Cambodia, Vietnam and Thailand." Book chapter in (Editor. J. Conte). *Child Maltreatment a Global Perspective*.

Garcia, A., Aisenberg, E., Pecora, P., & Harachi, T.W. (2012). "Institutional Predictors of Developmental Outcomes among Racially Diverse Foster Care Alumni." *American Journal of Orthopsychiatry*, 82, 573-584.

Garcia, A., Aisenberg, E., & Harachi, T.W. (2012). "Pathways to Service Inequalities among Latinos in the Child Welfare System Children and Youth Services." *Children and Youth Services Review*, 34, 1060-1071.

Harachi, T.W., Schneiders, M., & Meng, D. (2011). "Rebuilding Post-Conflict Cambodia By Educating Tomorrow's Social Workers: Social Work in Cambodia." In S. Stanley (Ed.), *Social Work Education in Countries of the East: Issues and Challenges*. New York, Nova Publishers.

Percentage of time devoted to teaching SE Asian Studies courses: 25%-50%

HASLAM, MARK, Director of Computing Services. Year of appointment: 2007

Education: B.A. (Linguistics), University of Washington, 1997

Experience: 15 years experience supporting academic computing

Contributions to Strength of Program: provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting

HENCHY, JUDITH, Head, Southeast Asia Section, Libraries. Year of Appointment: 1989.

Education: Ph.D. (History), University of Washington, 2005

M.A. (History), University of Washington, 1997

M.L.S., University of California, Berkeley, 1983

B.A. (Southeast Asian History), London University, 1977

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Early twentieth century Vietnamese intellectual history.

Foreign language competence: French = 4, Vietnamese = 4

Overseas/field experience: Singapore: 1983-85, Vietnam: 1987, 1997, 2001-2002. Acquisitions trips to SEA, including Laos, Burma, Thailand, Malaysia, Indonesia, Vietnam, Cambodia and Philippines: 1990, 1992-2000, 2003-2005, 2007, 2009-12, 2014.

Distinctions: University of Washington Distinguished Librarian Award, 2010.; Recognized by the Vietnamese Ministry of Culture, Tourism and Sport for services to Vietnamese culture, for microfilming project at National Library, 2009; Fulbright-Hays Doctoral Dissertation Abroad Award, 2000.

Recent publications:

Translation from the French. Nguyen An Ninh. "The Ideals of the Annamite Youth," *La cloche fêlée*, Dec. 1923. In *Sources of Vietnamese Tradition*, Columbia University Press, 2012.

Book review: "Law and Society in Vietnam: The Transition from Socialism in Comparative Perspective. By Mark Sidel," *Law and Society Review*, vol 43 no 3 (Sept. 2009): 712-4.

Book review: "Asian voices in a postcolonial age: Vietnam, India and beyond. By Susan Bayly," *Journal of Vietnamese Studies*. V. 4 no. 2 (Summer 2009): 200-203.

Book review: "Subject Siam: family, law, and colonial modernity in Thailand. By Tamara Loos," *Journal of Asian Studies*, v. 68, n. 03 (2009): 1036-1038.

"Building Library Collections in Southeast Asian Studies." In *Building Area Studies Collections*. Dan Hazen and James Spohrer, eds. Wiesbaden: Harrassowitz, 2007: 57- 80.

"Disciplining Knowledge: Representing Resources for Southeast Asian Studies in the Libraries of the U.S. Academy." In *Knowing Southeast Asian Subjects: Southeast Asian Area Studies in 21st Century America*. Laurie J. Sears, ed. University of Washington Press, 2007:172-204.

"Vietnamese New Women and the Fashioning of Modernity." In Kathryn Robson and J. Yee, eds. *France and Indochina: Cultural Representations*. Lexington Press, 2005: 121-38.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: The Philippines and Vietnam: Colonialism, Nationalism and Diaspora; Southeast Asian Knowledge and the Politics of Information

HERMAN, REBECCA, Assistant Professor, History Department, Year of appointment: 2014.

Education: Ph.D. (History), University of California, Berkeley, 2014

M.A. (History), University of California, Berkeley, 2014

B.A. (History and Literature), Duke, 2005

Number of theses supervised (past 5 years): N/A

Major fields of interest & research: comparative and world history

Foreign language competence: Spanish = 4, Portuguese = 4, French = 2

Overseas/field experience: Argentina 2005-09, Bolivia 2006

Distinctions: John L. Simpson Memorial Research Fellowship in International and Comparative Studies, Institute for International Studies, University of California, Berkeley (2013); International Dissertation Research Fellowship, Social Science Research Council (2012)

Recent publications:

"An Army of Educators: Gender, Revolution and the Cuban Literacy Campaign of 1961" *Gender & History* Volume 24:1 April 2012

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

HIRSCHMAN, CHARLES, Boeing International Professor, Department of Sociology and the Daniel J. Evans School of Public Affairs. Year of appointment: 1987. Tenured.

Education: Ph.D. (Sociology), University of Wisconsin-Madison, 1972

M.A. (Sociology), University of Wisconsin-Madison, 1969

B.A. (Sociology), Miami University, Ohio, 1965

Number of theses supervised (past 5 years): 8 Ph.D.; 10 M.A.

Major fields of interest and research: Social and demographic change in Vietnam; Fertility transitions in Southeast Asia.

Foreign language competence: Indonesian, Malay = 3; Vietnamese = 1

Overseas/field experience: 20 trips to Vietnam, 1989-present; Six years of residence in Malaysia from the 1960s-present, most recently as Fulbright Visiting Professor at the University of Malaya, 2012-13.

Recent publications:

Charles Hirschman and Douglas S. Massey. 2008. "Peoples and Places: The New American Mosaic." In Douglas S. Massey, ed., *New Faces and New Places: The Changing Geography of American Immigration*, pp. 1-21. New York: Russell Sage Foundation.

Charles Hirschman. 2008. "What Happened, Sociologically-Speaking, During the Twentieth Century?" A Review Essay of Century of Difference: How America Changed in the Last One Hundred Years, by Claude S. Fischer and Michael Hout. *Contemporary Sociology* 37: 415-417.

Anthony Daniel Perez and Charles Hirschman. 2009. "The Changing Racial and Ethnic Composition of the U.S. Population: Emerging American Identities." *Population and Development Review* 35: 1-51.

Charles Hirschman and Elizabeth Mogford. 2009. "Immigration and the American Industrial Revolution from 1880 to 1920" *Social Science Research* 38: 897-920.

Anthony Daniel Perez and Charles Hirschman. 2009. "Estimating Net Interracial Mobility in the United States: A Residual Methods Approach." *Sociological Methodology* 39: 31-71

Charles Hirschman and Anthony Daniel Perez. 2010. "Immigration and Nativism in the United States and Europe: Demography and Globalization versus the Nation-State" In Jens Alber and Neil Gilbert, eds. 2009. *United in Diversity?*, pp. 381-400. *Comparing Social Models in Europe and America*. New York: Oxford University Press.

Percentage of time devoted to teaching SE Asian Studies courses: 50%

Courses taught: Contemporary Southeast Asia; Demography and Ecology; Immigration and Ethnicity; Evolution and Revolution; Comparative Social Change

HOANG, DIEU-HIEN T., Researcher, School of Nursing, University of Washington. Year of appointment: 2004.

Education: Current Ph.D. student, School of Nursing, University of Washington

Master of Nursing (Cross-cultural & Community Health), University of Washington, 2002

Master of Public Health (International Health), University of Washington, 2002

B.S. (Nursing), University of Washington, Tacoma, WA, 1999

Associate Degree (Nursing), Tompkins-Cortland Community College, Dryden, NY, 1988

Foreign language competence: Vietnamese = 5

Overseas/field experience: Annual trip to Vietnam

Recent publications:

Diệu-Hiền, H. (2004). [*Literature review on mass communication campaigns for HIV/AIDS prevention among youth.*] Research done on English and Vietnamese materials and written in Vietnamese for Hồ Chí Minh City Center for Health Education and Communication, Hồ Chí Minh City, Việt Nam.

Hoang, D.H.T. (2000). *Death rituals in Vietnamese society*. Available online at <http://ethnomed.org/clinical/end-of-life/death-in-viet>.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

IGNACIO, EMILY N., Associate Professor, Department of Sociology, Tacoma Campus. Tenured.

Education: Ph.D. (Sociology), University of Illinois at Urbana Champaign, 1998.

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Sociology, Asian American Studies, Race/Ethnicity and Gender Studies, Methodology, Social Theory

Foreign language competence: Tagalog = 5

Recent publications:

"Building Diaspora: Filipino Cultural Community Formation On The Internet." *Amerasia Journal*. 33. 3 (2007): 161.

"An Interdisciplinary Approach To The Study Of Cybercultures" in Silver, David, and Adrienne Massanari. *Critical Cyberculture Studies*. New York: New York University Press, 2006.

"American Revolution: From the Electoral Gap to the Banana Republic." *Cultural Studies/Critical Methodologies*. 2. 2 (2002): 222-244.

"Ain't I a Filipino (Woman)?: An Analysis of Authorship/Authority Through the Construction of "Filipina" on the Net." *Sociological Quarterly*. 41. 4 (2000): 551-572.

Percentage of time devoted to teaching SE Asian Studies courses: 50%

Courses taught: Social Class Inequality; Women, Race & Class; Intro to Sociology; Race and Ethnicity in the US; Migration in the Modern World; The Making of America

ILTIS, LINDA L., Lecturer, South Asian Studies; Undergraduate Advisor, JSIS. Year of appointment: 1987

Education: Ph.D. (South Asian Civilization and Culture), University of Wisconsin, 1985

M.A. (Anthropology), University of Wisconsin, 1978

B.A. (Anthropology) University of Wisconsin, 1977

Number of theses supervised (past 5 years): 2 Ph.D.

Major fields of interest & research: Anthropology; comparative religion; women and religion; politics, Hinduism and Buddhism;; spirit possession; ritual healing.

Foreign language competence: Nepali = 3; Newari = 3; Sanskrit = 3; French = 2; German = 2; Spanish = 2; Dagare = 1; Tibetan = 1; Twi = 1

Overseas/field experience: Nepal, Sri Lanka, India; West Africa/Faculty Director of UW Ghana program 2004-07.

Contributions to strength of program: provides lead academic advising for JSIS Student Services Office, for all JSIS undergraduate programs, with primary responsibility for majors in International Studies, Comparative Religion, Latin American Studies, Asian Studies, South Asian Studies, Southeast Asian Studies, Canadian Studies, and Jewish Studies; extensive in-person and online advising for over 500 major advisees, and several hundred additional pre-major, minor, and foreign study advisees. Primary advising for Human Rights and African Studies minors; extensive Pre-Graduate School, internship, and foreign study advising; coordinate curriculum development and advising with program faculty; oversee competitive undergraduate admissions process, and serve on scholarship committees. Maintain internal database for tracking undergraduate majors; advisory board member for Department of Global Health.

Recent publications:

The Goddess of Place and the Power of Self [forthcoming].

Review of Shiva in Trouble, by Axel Michaels, in *Religion* [forthcoming].

"Knowing all the gods: grandmothers, god families, and women healers in Nepal," in G. Samuel & S. Rozario, Eds., *Daughters of Hariti: Childbirth and female healers in South and Southeast Asia*, NY: Routledge, pp. 70-89, 2002.

Courses taught: RELIG 202, RELIG 354

Percentage of time devoted to teaching SE Asian Studies courses: 25-50%

JEFFORDS, SUSAN, Vice Chancellor for Academic Affairs, University of Washington – Bothell; Professor, Department of Women's Studies, Department of English. Year of appointment: 1985. Tenured.

Education: Ph.D. (English), University of Pennsylvania, 1981

M.A. (English), University of Pennsylvania, 1977

B.A. (English, Psychology), Pennsylvania State University, 1975

Foreign language competence: French = 5, Spanish = 4

Major fields of interest and research: Theory, gender and militarism issues, feminist theory and popular culture, U.S. and Vietnam.

Overseas/field experience: U.K., Vietnam

Recent publications:

2002. "POPULAR CULTURE: "ABOVE THE LAW". *Indiana Law Journal*. 77 (2): 331.

1998. "The "Remasculinization" of Germany in the 1950s: Discussion". *Signs*. 24 (1): 163.

1995 "Rape and the Winter Soldier." *Vietnam Generation*.

1994 *Hard Bodies: Hollywood Masculinity in the Reagan Era*. New Brunswick, New Jersey: Rutgers University Press.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

JOHNSON, DARRYL N., former US Ambassador to Thailand; Affiliate Professor of International Studies. Year of appointment: 2005

Education: B.A. (English), University of Washington, 1960

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: foreign policy; Southeast Asia, East Asia, Eastern Europe

Languages: Thai = 3+, Mandarin = 3, Polish = 2, Russian = 2, Lithuanian = 1

Distinctions: Phi Beta Kappa, 1960; UW Honored Alumnus, 2003; U. of Puget Sound Honorary Doctorate 1998

Overseas/field experience: Acting Ambassador of the United States to the Philippines (2005); American Ambassador to the Kingdom of Thailand (2001-04); Deputy Assistant Secretary of State for East Asian and Pacific; Affairs responsible for China and Mongolia; Political Adviser to the Chief of Naval Operations (1999-2000); Director of the American Institute in Taiwan, Taipei (1996-99); Deputy Director of the Bosnian Task Force (1996); Deputy Coordinator for Assistance to the countries of the former Soviet Union (1994-96); U.S. Ambassador to the Republic of Lithuania (1991-94); PRC Desk Officer (1979-81), Special Assistant to the Under Secretary for Political Affairs (1982-84); Yugoslav Desk Officer, Washington D.C. (1977-79); Foreign Service: Warsaw (1988-91); Beijing (1984-87); Moscow (1974-77); Hong Kong (1969-73); Mumbai, India (1965); Peace Corps Volunteer, Thailand (1963-65)

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: SIS 423 Practicing American Foreign Policy

KESAVATANA-DOHRS, WIWORN, Lecturer, Asian Languages and Literature. Year of appointment: 1989.

Education: Ph.D. (Political Science), University of Michigan, 1989

M.A., (Political Science), University of Detroit, 1983

L.L.B. (Thai Legal and Criminal Justice System), Chulalongkorn University, Thailand, 1980.

ACTFL, UW language pedagogy workshop trained.

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Slang and loan words in Thai language; Compiling teaching materials for intermediate and advanced level Thai; Learning Thai through music

Foreign language competence: Thai = 5, Lao = 3

Overseas/field experience: Thailand - annual visit

Publications:

Everyday Thai for Beginners, Silkworm Books, Thailand, 2007

"Assessing Bargaining Power in International Negotiations: An Analysis" in *Asia Pacific Business Journal*, Vol. 2, No. 9, May 1990

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: All Thai language courses

KEYES, CHARLES F., Emeritus Professor of Anthropology and International Studies. Year of appointment: 1965. Tenured.

Education: Ph.D. (Anthropology), Cornell University, 1967

B.A. ('With High Distinction'), University of Nebraska, 1959

Number of theses supervised last 5 years: 4 Ph.D., 1 M.A.

Major field of interests: (1) ethnicity and ethnic group relations; (2) religion and modernity; and (3) critical development theory in Mainland Southeast Asia, especially Thailand and Vietnam

Foreign Languages competence: Thai = 3-4; Lao = 2; French = 2; Vietnamese = 1

Overseas/field experience: Thailand: 9 years, beginning in 1962 and most recently 3 months in 2011; Vietnam: 8 months in Vietnam in short stretches, beginning in 1989, and most recently for two weeks in 2009. Laos: 3 months in Laos in short stretches, beginning in 1964 and most recently in 2006. Cambodia, Burma, and Yunnan (in southern China).

Distinctions: U.S. Office of Education, Technological Innovation and Cooperation for Foreign Information Access Program, grant to the University of Washington Libraries for development of a Digital Archive of Research on Thailand in association with the Maha Chakri Princess Sirindhorn Anthropology Center and Mahidol University Institute for Social and Population Research (2009-2012); honorary Ph.D., Mahasarakham University, 2004

Recent publications:

Finding Their Voice: Northeastern Villagers and the Thai State. Chiang Mai, Thailand: Silkworm Press, 2014.

"'Cosmopolitan' Villagers and Populist Democracy in Thailand," in special issue of *South East Asia Research*, ed. by Eli Elinoff, *South East Asia Research*, 20.3: 343-360, 2012.

"Buddhists Confront the State," in *Buddhism and State Power in Asia: Cooperation, Cooptation, Confrontation*, edited by Pattana Kittisarsa and John Whalen-Bridge. New York/Basingstoke: Palgrave Macmillan, 2013, pp. 17-40.

Percentage of time devoted to teaching Southeast Asia courses: 50%

Courses taught: ANTH 315 (5 cr) joint with SISSE 315 (5 cr) "Southeast Asian Civilization: Buddhist and Vietnamese"; ANTH 352 (5 cr) joint with RELIG 350 (5 cr) "Buddhism and Society"; ANTH 421 (5 cr) "Belief, Ritual and the Structure of Religion" ANTH 428 (5 cr) "Anthropological Perspectives on Ethnicity" ANTH 445 (5 cr) joint with SISSE 445 (5 cr) "Literature and Society in Southeast Asia"; ANTH 514 (3 cr) "Regional Seminar" [always about Southeast Asia]; ANTH 527 (3 cr) Seminar on "Ethnicities, Nations, and Cultural Identities"; ANTH 550 (5 cr) "Field Techniques in Ethnography"

KOBLITZ, NEAL, Professor, Department of Mathematics, Year of appointment: 1979. Tenured.

Education: Ph.D., Princeton University, 1974

B.A., Harvard University, 1968

Number of theses supervised (past 5 years): 1 Ph.D., 1 M.A.

Major fields of interest and research: number theory, cryptography, international scientific cooperation

Foreign language competence: Spanish = 4, Russian = 4, French = 1

Overseas/field experience: Latin America, Vietnam.

Distinctions: Friendship Medal from the Government of Vietnam (twice: 1995, 2010), Doctor Honoris Causa from the Vietnam Academy of Science and Technology (2010)

Recent publications:

(with A. J. Menezes) Pairing-based cryptography at high security levels, *Proceedings of the Tenth IMA International Conference on Cryptography and Coding*, Springer-Verlag, LNCS 3796, 2005, 13-36

(with A. J. Menezes) Another look at generic groups, *Advances in Mathematics of Communications*, Vol. 1, 2007, 13-28

(with A. J. Menezes) Another look at 'provable security'. II, *Advances in Cryptology - Indocrypt 2006*, Springer-Verlag, LNCS 4329, 2006, 148-175

Another look at automated theorem-proving, *Journal of Mathematical Cryptology*, Vol. 1, 2007, 385-403

(with A. J. Menezes) Another look at non-standard discrete log and Diffie-Hellman problems, *Journal of Mathematical Cryptology*, Vol. 2, 2008, 311-326

Random Curves: Journeys of a Mathematician, Springer-Verlag, 2007.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

KOCHIS, BRUCE, Senior Lecturer, Interdisciplinary Arts and Sciences, UW Bothell; Director, Policy Studies Program; Director, Human Rights Education and Research

Education: Ph.D., University of Michigan, 1979

M.A., University of Michigan, 1975

B.A., University of Washington, 1971

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: 20th century Russian history and culture; Eastern European history and culture; general linguistics; human rights.

Foreign language competence: Russian = 3, Czech = 3, French = 2, German = 2.

Distinctions: University of Washington distinguished teaching award, 2000.

Recent publications:

Kochis, B., & Gillespie, D. (2006). Conceptual metaphors as interpretive tools in qualitative research: A re-examination of college students' diversity discussions. *The Qualitative Report*, 11(3), 566-585.

"Discourse of/in Propaganda in Early Soviet Film Theory," in Galya Diment and Jacob Kaltenbach, Eds., *From Golivud to Hollywood: Entertainment and Propaganda in Soviet Film of the 1920s and 1930s*, (2003)

Human Rights Discourse and Political Legitimacy in Yugoslavia," in Sabrina Ramet and Vjeran "Pavlovic, Eds., *Serbia after 1989*, (2002).

Percentage of time devoted to teaching Southeast Asian Studies courses: 25% or less

KONTOGEORGOPOULOS, NICK, Associate Professor, International Political Economy, Year of Appointment: 1998. Tenured.

Education: Ph.D. (Geography) University of British Columbia, 1998.

M.A. (Geography) University of Toronto, 1994.

B.A. (International Studies) University of North Carolina, 1992.

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Tourism geography, ecotourism, political economy of Southeast Asia, Thailand

Foreign language competence: Thai = 3

Overseas/field experience: Thailand, 1996, 1999, 2001, 2007, 2012, 2013, 2014.

Recent publications:

Volunteer Tourism Policy in Thailand. *Journal of Policy Research in Tourism, Leisure and Events*, 2014, DOI: 10.1080/19407963.2014.890270. (Co-author: Mary Mostafanezhada)

Success Factors in Community-Based Tourism in Thailand: The Role of Luck, External Support, and Local Leadership. *Tourism Planning & Management* 11 (1), 2014, pp. 106-124. (Co-authors: Anuwat Churyen and Varaphorn Duangsaeng)

Homestay Tourism and the Commercialization of the Rural Home in Thailand. *Asia Pacific Journal of Tourism Research*, 2013, DOI: 10.1080/10941665.2013.852119. (Co-authors: Anuwat Churyen and Varaphorn Duangsaeng)

Migration and Tourism: People on the Move. In D. Balaam and B. Dillman (eds.) *Introduction to International Political Economy*. 5th edition. Boston: Longman, 2011, pp. 406-435. (Co-author: Monica DeHart)

Supply-Side Perspectives on Ecotourism in Northern Thailand. *International Journal of Tourism Research* 12, 2010, pp. 627-641. (Co-author: Kittinoot Chulikavit)

The Role of Tourism in Elephant Welfare in Northern Thailand. *Journal of Tourism* 10 (2), 2009, pp. 1-19.

The Temporal Relationship Between Mass Tourism and Alternative Tourism in Southern Thailand. *Tourism Review International* 13 (1), 2009, pp. 1-16.

Wildlife Tourism in Semi-Captive Settings: A Case Study of Elephant Camps in Northern Thailand. *Current Issues in Tourism* 12 (5&6), 2009, pp. 429-449.

Review of China Blue, Directed by Micha Peled (2005), *Asian Educational Media Service (AEMS) News and Reviews* 28, Winter, 2008, pp. 1-3.

Two Steps Forward, One Step Back: Representations of Chinese Factory Workers in Mardi Gras: Made in China. *ASIANetwork Exchange* XV (2), Winter, 2008, 24-25.

Percentage of time devoted to teaching SE Studies courses: 25-50%

KYES, RANDALL C., Research Professor, Psychology; Adjunct Research Professor, Global Health; Adjunct Research Professor, Anthropology; Director, Center for Global Field Study; Core Scientist and Head, Division of Global Programs, Washington National Primate Research Center. Year of appointment: 1994. Tenured.

Education: Ph.D. (Biospsychology: Comparative Psychology), University of Georgia, 1989

M.A. (Psychology: Experimental Animal Behavior), Bucknell University, 1985

B.A. (Psychology), University of Maine, 1981

Number of theses supervised (past 5 years): 8 Ph.D.

Foreign language competence: Indonesian = 3, Nepali = 1, Thai = 1

Major fields of interest and research: Human-Environment Interface; Conservation Biology (population assessment, human-wildlife conflict); Global Health (emerging infectious disease); Primate Behavior/Cognition

Overseas/field experience: Indonesia (3-4 times/year since 1990), Nepal (1-2 times/year since 2000); China (1 time/year since 2003); Thailand (3-4 times/year since 1995); Bangladesh (1-2 times/year since 2003); Mexico (1-2 times/year since 2004); India (1 time/year 2005); Democratic Republic of Congo (2006)

Distinctions: Fulbright Scholar, Indonesia (2013); President, American Society of Primatologists (2008-10); Founding Director, Center for Global Field Study (at UW since 2008); Founding Director, UW International Field Study Program-Indonesia (1995)

Recent publications:

Kyes RC, Iskandar E, Paputungan U, Onibala J, Laatung S, Huetteman F. (2013). Long-term population survey of the Sulawesi black macaques (*Macaca nigra*) at Tangkoko Nature Reserve, North Sulawesi, Indonesia. *Am Jr of Primatol*, 75, 88-94.

Hasan MK, Aziz MA, Alam SMR, Kawamoto Y, Jones-Engel L, Kyes RC, Akhtar S, Begum S, Feeroz MM. (2013). Distribution of rhesus macaques (*Macaca mulatta*) in Bangladesh: Inter-population variation in group size and composition. *Primate Conservation*, 26, 125-132.

Zhu Y, Ji H, Li J-H, Xia D-P, Sun B-H, Xu U-R, Kyes RC. (2013). First report of the wild Tibetan macaque (*Macaca thibetana*) as a new primate host of *Gongylonema pulchrum* with high incidence in China. *Jr of Animal and Veterinary Advances*, 11, 4514-4518.

Uyeda L, Iskandar I, Wirsing A, Kyes RC (2013). Nocturnal activity of *Varanus salvator* on Tinjil Island, Indonesia. *Biawak*, 7, 25-30.

Percentage of time devoted to teaching SE Asian Studies courses: 25%

LAPE, PETER, Professor, Department of Anthropology; Curator of Archaeology, Burke Museum, University of Washington. Year of appointment: 2000. Tenured.

Education: Ph. D. (Anthropology) Brown University, 2000

M.A. (Museum Studies) San Francisco State University, 1995

B.A. (Physics) University of New Hampshire, 1985

Number of theses supervised in past 5 years: 1 Ph.D.; 6 M.A.

Foreign language competence: Indonesian = 4, Spanish = 2

Major fields of interest and research: Archaeology of cross-cultural encounters and conflict; climate change; island archaeology; history and archaeology; trade and exchange; museums and public archaeology; Island Southeast Asia; Oceania.

Overseas/field experience: Indonesia 1995, 1997, 1998, 1999, 2007, 2009, 2014; Philippines 2010; East Timor 2002-2005

Archaeological field projects: Principal Investigator, Early Neolithic in Island SE Asia (2007, 2009, 2010, 2014), Principal Investigator, Conflict and Drought in Timor Leste (2002-2005)

Distinctions: Luce Foundation Doctoral Fellowship for Southeast Asian Studies, Australian National University, 1999-2000

Recent publications:

Lape, Peter V., John Krigbaum, Jana Futch, Amy Jordan, Emily Peterson. (in press). The Ira Ara Site: A fortified settlement and burial complex in Timor Leste. *Terra Australis*.

Lape, Peter V. 2013. Die erste Besiedlung auf den Banda-Inseln: 8000 Jahre Archäologie auf den Molukken (The first settlement in the Banda Islands: 8000 years of archeology in the Moluccas). *Antike Welt* 5/13.

Spriggs, Matthew, Christian Reepmeyer, Anggraeni, Peter V. Lape, Lee Neri, Wilfredo P. Ronquillo, Truman Simanjuntak, Glenn Summerhayes, Daud Tanudirjo, Archie Tiauzon. 2011. Obsidian sources and distribution systems in Island Southeast Asia: a review of previous research. *Journal of Archaeological Science* 38: 2873-2881.

Lape, Peter V. and Randy Hert. 2011. "Archaeological practice in Timor Leste: Past, present and future." In *Rethinking Cultural Resource Management in Southeast Asia: Preservation, Development, and Neglect*, John N. Miksic, Geok Yian Goh and Sue O'Connor, eds. Anthem Press.

Field, Julie and Peter V. Lape. 2010. Paleoclimates and the emergence of fortifications in the tropical Pacific islands. *Journal of Anthropological Archaeology* 29:113-124.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: Public Archaeology; Archaeology of Island Southeast Asia and the Pacific; Field Course in Archaeology; Anthropology of War; Archaeology of Sustainability in Socio-natural Systems

LATSCH, WOLFRAM, Director, Office of Student Service, appointed 2013; International Studies: Core and Gate Way - Director of Office of Student Services; Center for Studies in Demography & Ecology: Director of Training

Education: Ph.D. Oxford, 2000

Advanced Studies Certificate Program in International Economic Policy research, Institut für Weltwirtschaft, University of Kiel, Germany, 1992

M.S. Oxford, 1991

B.A. University of Sussex, 1990

Languages: French = 2, German = 3

Field Experience: Research in Tanzania and Zimbabwe, teaching in Japan

Academic Experience: Lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

Contributions to strength of program: Direct functions at the Student Services Office, including advising, admissions, outreach, curriculum, and career services; national recruitment for nine graduate programs.

LEEHEY, JENNIFER, Researcher, Regional Center for Social Science and Sustainable Development (RCSD), Faculty of Social Science Chiang Mai University.

Education: Ph.D. (Anthropology), University of Washington. 2010

M.A., (English & Teaching English as a Second Language (TESL), San Francisco State University, 1989

B.A., (Linguistics), University of California Berkeley, 1985

Major fields of interest and research: Myanmar, Culture and censorship, Discourses of development

Foreign language competence: Burmese = 4, Thai = 1

Overseas/field experience: Research Coordinator (2012-present) “Understanding Myanmar’s Development” Research Fellowship program, Regional Center for Social Science and Sustainable Development (RCSD), Chiang Mai University

Recent publications:

“Reading ‘Saturn’: interpretive Practice under Censorship in Burma/Myanmar.” Journal of Burma Studies. Vol. 16. No. 1, June 2012

Percentage of time devoted to teaching SE Asian Studies courses: N/A

LOMBARDI, CLARK B., Professor, Law School; Year of appointment: 2004. Tenured.

Education: Ph.D. (Religion: Islamic Studies), Columbia University, 2001

J.D., Columbia Law School, 1998

M.A., Columbia University, 1995

B.A. (Religion), Princeton University, 1990

Major fields of interest and research: Islamic religion, Comparative Islamic law, Comparative religion and law, comparative federalism.

Foreign language competence: French = 4, German = 3, Arabic = 3, Indonesian = 3, Malay = 2

Overseas/field experience: Visiting Research Fellow, National University of Singapore (2008), 2 research trips to Pakistan, 2 research trips to Malaysia, 1 trip to Indonesia; ongoing trips to Afghanistan.

Distinctions: Carnegie Scholar, 2007-09; Co-Principal Investigator on Luce Grant on Religion and Human Security, 2007-09; Board of Directors, Columbia Journal of Transnational Law, 2008.

Recent publications:

Islamization as a Liberal Response to States of Emergency. Cambridge University Press (2009).

"Egypt's Supreme Constitutional Court: Managing Constitutional Conflict in an Authoritarian, Aspirationally "Islamic" State," *J. of Comparative Law*, Volume 2, no. 2, 2008.

"Islamic Law in the Jurisprudence of the International Court of Justice," *U Chicago Journal of International Law* 8 (2007), 85-118.

State Law in as Islamic Law in Modern Egypt: The Incorporation of the Shari'a into Egyptian Constitutional Law. (Leiden: E.J. Brill, 2006)

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: Islamic Law

LOWE, CELIA, Assistant Professor, Department of Anthropology. Year of appointment: 2000. Tenured.

Education: Ph.D. (Anthropology), Yale University, 1999

M.Phil. (Anthropology), Yale University, 1996

B.A. (Anthropology), Wesleyan University, 1990

Number of theses supervised (past 5 years): 18 Ph.D.; 1 M.A.

Major fields of interest and research: Science studies; post-colonial theory; nationalism and transnationalism; representation, ethnicity, and identity; gender; critical environmental studies; Southeast Asia, Indonesia, Sulawesi; African and Pacific Island art histories

Foreign language competence: Indonesian = 4, Bajau (Sama) = 2; Dutch = 1

Overseas/field experience: Sulawesi, Indonesia, 1996-97, 2000; Indonesia, 1994, 1995, 2000, 2002, 2004. Philippines, 2000, 2001, 2002; Thailand, 2000, 2002, 2003; Cambodia 2003; Vietnam, 2000; Singapore 2005

Recent publications:

Under Review, "Case Studies in Co-benefit Approaches to Climate Change Mitigation and Adaptation," submitted to *AMBIO* by B. Spencer, J. Lawler, C. Lowe, L. Thompson, T. Hinckley, S Kim, S. Bolton, S. Meschke, J. Olden, and J. G. Voss.

Forthcoming, "Co-management and the Creation of National Parks in Indonesia: Positive Lessons Learned from the Togean Island National Park." by Mochammad Indrawan, Celia Lowe, Sundjaya, Cristo Hutabarat, and Aubrey Black. *Journal of Environmental Planning and Management* 57(7), Taylor and Francis.

2013, "Co-management and the Creation of National Parks in Indonesia: Positive Lessons Learned from the Togean Island National Park." *Journal of Environmental Planning and Management* by Mochammad Indrawan, Celia Lowe, Sundjaya, Cristo Hutabarat, and Aubrey Black. iFirst edition 28 May 2013.

2013, "Mitigation and Adaptation Strategies to Reduce Climate Vulnerabilities and Maintain Ecosystem Services," In *Climate Vulnerability: Understanding and Addressing Threats to Essential Resources*, R. Pielke, Sr., K. Suding, and T. Seastedt (eds.). Elsevier, Oxford, UK, by Lawler, J. J., B. Spencer, J. D. Olden, S Kim, C. Lowe, S. Bolton, B. M. Beamon, L. Thompson, and J. G. Voss.

2012, "Recognizing Scholarly Subjects in the Politics of Nature: Problematizing Collaboration in Southeast Asian Area Studies" in *Collaborators Collaborating: Counterparts in Anthropological Knowledge and International Research Relations*, Berghahn (Oxford). Monica Konrad, ed.

2011, "Where Banyan Meets Cloud: Poaching Eben Kirksey" in *Kroeber Anthropological Society Papers*, 100(1):144-146.

2006, *Wild Profusion: Biodiversity Conservation in an Indonesian Archipelago*. Princeton: Princeton University Press.

Percentage of time devoted to teaching SE Asian Studies courses: 50%

Courses taught: Anth 210: Introduction to Environmental Anthropology; Anth 228: Identities: Race, Class, Gender, and Sexuality in Anthropology; Anth 289: Identities: A Service Learning Course; Anth 314: Culture, Environment, and Identity in Island Southeast Asia; Anth 473: Science and Technology Studies; Anth 491: Honors Colloquium; Anth 507: Current Issues in Sociocultural Anthropology; Anth 525: Cultures of Nature; Anth 525: Gender and Ethnography; Anth 525: Science and Technology Studies; Anth 525: Culture and Colonialism; Anth 559: Seminar in Language and Culture: The Study of Southeast Asia; Anth 565/566: Theory in Sociocultural Anthropology; Anth 599: Teaching Anthropology

MARTS, JOAN, Undergraduate Student Advisor (.5 FTE). Year of appointment: 2009.

Education: B.A., University of Washington

Foreign language competence: Spanish = 3

International Experience: travels in Spain, Denmark, Germany, Austria, Italy, Morocco, Mexico, and Canada

Professional Experience: over 18 years at UW, with 16 years in student advising; over 20 years event and conference coordination

Contributions to Strength of Program: academic advising through in-person appointments, online, and phone; work extensively with student database systems and various software packages to present up-to-date information for students; serve as information liaison between students, faculty, campus-wide departments, and the public-at-large; Over 16 years on campus event assistance and coordination, with numbers ranging from 20 to 1400; attend information sessions and meetings with Advisors, SLINK, and APAC.

MARWICK, BENJAMIN, Assistant Professor, Department of Anthropology, Year of appointment: 2008. Tenure track.

Education: Ph.D. (Archaeology and Natural History), The Australian National University, 2008

M.A. (Archaeology), University of Western Australia, 2002

B.A. (Archaeology and Ancient History), University of Western Australia, 1999

Number of theses supervised (past 5 years): 3 Ph.D.

Major fields of interest and research: Mainland Southeast Asian Archaeology, hunter-gatherer archaeology, Buddhist archaeology, Australian archaeology, lithic archaeology, and isotope geochemistry

Foreign language competence: Thai = 3, Lao = 2

Overseas/field experience: Annual archaeological excavation and survey in Laos, Thailand and Australia

Distinctions: Dorothy Cameron Award for best archaeology publication at the ANU (2008); Seed Grant from the UW Center for Statistics in the Social Sciences (2009)

Publications:

Mackay A, Sumner A, Jacobs Z, Marwick B, Bluff K and Shaw M 2014. Puts laagte 1 (PL1), the Doring River, and the later Middle Stone Age in southern Africa's Winter Rainfall Zone. *Quaternary International*.

Marwick, B. 2013. Discovery of Emergent Issues and Controversies in Anthropology Using Text Mining, Topic Modeling, and Social Network Analysis of Microblog Content. In Yanchang Zhao, Yonghua Cen (eds) *Data Mining Applications with R*. Elsevier. p. 63-93

Marwick, B., 2013. Multiple Optima in Hoabinhian flaked stone artefact palaeoeconomics and palaeoecology at two archaeological sites in Northwest Thailand. *Journal of Anthropological Archaeology* 32, 553-564.

Conrad, C. H. Van Vlack, B. Marwick, C. Thongcharoenchaikit R. Shoocongdej & B. Chaisuwan 2013 Summary of Vertebrate and Molluscan Assemblages Excavated from Late-Pleistocene and Holocene Deposits at Khao Toh Chong Rockshelter, Krabi, Thailand. *The Thailand Natural History Museum Journal* 7(1): 11-21.

Marwick, B., R. Shoocongdej, C. Thongcharoenchaikit, B. Chaisuwan, C. Khawkhiew and S. Kwak 2013. Hierarchies of engagement and understanding: Community engagement during archaeological excavations at Khao Toh Chong rockshelter, Krabi, Thailand. In S. O'Connor (ed) *Transcending the Culture-Nature Divide in Cultural Heritage*. Terra Australis, ANU E Press.

Brockwell, S., B. Marwick, P. Bourke, P. Faulkner and R. Willan 2013. Late Holocene climate change and human behavioural variability in the coastal wet-dry tropics of northern Australia: Evidence from a pilot study of oxygen isotopes in marine bivalve shells from archaeological sites. *Australian Archaeology* 76:21-33.

Sullivan, M., T. L. Field, P. Hughes, B. Marwick, P. Przystupa and J. K. Feathers 2012. OSL ages that inform late phases of dune formation and human occupation near Olympic Dam in northeastern South Australia *Quaternary Australasia* 29 (1): 5-11.

Marwick, B. 2012. A Cladistic Evaluation of Ancient Thai Bronze Buddha Images: Six Tests for a Phylogenetic Signal in the Griswold Collection. In Dominik Bonatz, Andreas Reinecke and Mai Lin Tjoa-Bonatz (eds) *Connecting Empires*. National University of Singapore Press. pp. 159-176.

Percentage of time devoted to teaching SE Asian Studies courses: 25%

Courses taught: ARCHY 101 Archaeology in Film; ARCHY 482 Geoarchaeology; ARCHY 469 Mainland Southeast Asian Archaeology; ARCHY 570 Archaeology and Explanation

MILLIGAN, PAULA, Graduate Program Advisor (1 FTE); Year of appointment: 2001

Education: B.A., University of Washington

Foreign language competence: Classical Greek = 1; Latin = 1

Experience: 10 years experience in academic counseling

Contributions to Strength of Program: advise JSIS students; graduate recruitment; assist faculty petition for GO-MAP (Graduate Opportunities and Minority Achievement Program) funding.

MORAN, PETER, Director, International Programs and Exchanges, Office of Global Affairs; Year of appointment: 2009

Education: Ph.D. (Anthropology), University of Washington, 1999

M.A. (Anthropology), University of Washington, 1990

B.A. (Anthropology/Religion), Tufts University, 1986

Major fields of interest & research: Buddhism, Nepal, Tibetan communities, anthropology of tourism, international education

Foreign language competence: Nepali = 5, Classical and Modern spoken Tibetan = 3

Overseas/academic/field experience: Nepal, Tibet, India

Recent publications:

2009 Review of The Violence of Liberation: Gender and Tibetan Buddhist ... and Tibetan Buddhist Revival in Post-Mao China:
American Ethnologist Vol. 36, no. 2

2007 Review of *The Tibetans. Himalaya the Journal of the Association for Nepal and Himalayan Studies*: Vol. 27, no. 1, Article 11.

2004 *Buddhism Observed: Travelers, Exiles and Tibetan Dharma in Kathmandu*. London, Routledge Press.

2004 "Tibetan Buddhism" and "Dalai Lama." *The Encyclopedia of Politics and Religion*. Washington, D.C., Congressional Quarterly Books.

1998 "Tibetan Buddhism" and "Dalai Lama." *The Encyclopedia of Politics and Religion*. Washington, D.C., Congressional Quarterly Books.

NGUYEN, KIM, Emeritus Senior Lecturer, Asian Languages and Literature. Year of appointment: 1990.

Education: Ph.D. (French Literature), UCLA, 1973;

M.A. (French Literature), UCLA, 1967

B.A. (English), University of Hawaii, 1964

ACTFL, UW language pedagogy workshop trained

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Vietnamese language teaching methodology, Post-1975 Vietnamese literature.

Foreign language competence: Vietnamese = 5, French = 5, Chinese = 2

Overseas/field experience: Vietnam

Distinctions: Secretary-treasurer of the national Group of Universities for Advanced Vietnamese Abroad (GUAVA); field director of the Vietnamese Summer Institute (Hanoi), 1997; Executive Director, Vietnamese Advanced Summer Institute (VASI)

Publications and presentations:

2001, *Chung Ta Noi: Conversational Vietnamese -- An Intermediate Text*. Co-authored with Thuy-Kim Le. Published by the University of Washington Press.

1991, *Accelerated Vietnamese Reader*.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Accelerated Vietnamese

OBERLE, MARK W., Professor, Department of Epidemiology, Professor, Department of Health Services, Adjunct Professor, Department of Medical Education and BioMedical Informatics, Education and BioMedical Informatics, Professor of Global Health, Year of Appointment 1999. Tenured.

Education: M.P.H., University of California, Berkeley, School of Public Health, 1979

M.D., Johns Hopkins School of Medicine, 1974

A.B., Harvard College, 1970

Number of theses supervised (past 5 years): 5 Ph.D.; 3 M.A.

Major fields of interest and research: Epidemiology, Informatics

Foreign language competence: Spanish = 4; Portuguese = 2

Overseas/field experience: CDC short-term assignments in infectious disease control, Epidemiology and reproductive health 14 countries

Recent publications:

Hills RA, Baseman JG, Revere D, Boge CL, Oberle MW, Doctor JN, Lober WB. Applying the XForms Standard to Public Health Case Reporting and Alerting. *Online J Public Health Inform.* 2011; 3(2).

Fowkes V, Ablah E, Oberle M, Sandroock C, Fleming P. Emergency preparedness education and training for health professionals: a blueprint for future action. *Biosecure Bioterror.* 2010 Mar;8(1): 79-83.

Yi Q, Hoskins RE, Hillringhouse EA, Sorensen SS, Oberle MW, Fuller SS, Wallace JC. Integrating open-source technologies to build low-cost information systems for improved access to public health data. *Int J Health Geogr.* 2008 Jun 9; 7:29.

Shiu-Thornton S, Balabis J, Senturia K, Tamayo A, Oberle M. Disaster preparedness for limited English proficient communities: medical interpreters as cultural brokers and gatekeepers. *Public Health Rep.* 2007 Jul-Aug; 122(4):466-71.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: Public Policy and the Public's Health; Emergency Response; Emergency Preparedness; Community Oriented Public Health Practice; Environmental Change and Human Health

OPPENHEIMER, DVORAH, Financial Administrator, (1 FTE); Year of appointment: 1999

Education: B.A., University of Washington, 1983

Accounting Degree, Alameda College, 1985

Experience: 30 years experience in bookkeeping

Contributions to Strength of Program: help manage financial aspect of grant and all budgets within JSIS; communication with Office of Sponsored Programs; FLAS coordinator.

PEKKANEN, ROBERT, Professor, The Henry M. Jackson School of International Studies, Adjunct Professor of Political Science, and Adjunct Professor of Sociology. Year of appointment: 2004. Tenured.

Education: Ph.D., Harvard University, 2002

M.A., Harvard University 1992

B.A. University of Tennessee, 1989

Number of theses supervised: 1 Ph.D.; 15 M.A.

Major fields of interest and research: Japan, civil society, political parties

Foreign language competence: Japanese = 5

Overseas/field experience: Japan, China, EU

Recent publications:

2013. "Making a Party: Candidate Selection Methods and DPJ Candidates." (Co-authored with Daniel M. Smith and Ellis S. Krauss). In Kenji E. Kushida and Philip Y. Lipscy, eds. *Japan Under the DPJ: The Politics of Transition and Governance*. pp.157-190. Baltimore: The Brookings Institution.

Neighborhood Associations and Local Governance in Japan. By Robert J. Pekkanen, Yutaka Tsujinaka, Hidehiro Yamamoto. Translated by Leslie Tkach-Kawasaki Routledge, 2014.

Nonprofits & Advocacy: Engaging Community and Governance in an Era of Retrenchment, Edited by Robert J. Pekkanen, Steven Rathgeb Smith and Yutaka Tsujinaka, Johns Hopkins University Press, 2014.

2013. "Japanese Politics Between the 2009 and 2012 Elections." Co-authored with Steven Reed. In Robert Pekkanen, Steven Reed and Ethan Scheiner, eds. *Japan Decides: The Japanese General Election of 2012*. London: Palgrave. pp.8-19.

Krauss, Ellis S., and Robert Pekkanen. *The Rise and Fall of Japan's LDP: Political Party Organizations as Historical Institutions*. Ithaca, NY: Cornell UP, 2011.

2013. "The Interview Methods Appendix." (Co-authored with Erik Bleich.) In Layna Mosley, ed. *Interview Methods in Political Science*. Ithaca: Cornell University Press. pp.84-105.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Introduction to Japanese Studies; Electoral Systems; Japan in the Contemporary World

PHINNEY, HARRIET M., Assistant Professor, Department of Anthropology, Seattle University. Year of appointment: 2005

Education: Ph.D., University of Washington, 2003

M.P.H., University of Michigan, 1988

B.A., Grinnell College, 1981

Major fields of interest and research: Affect and Emotion; Gender and Sexuality; HIV/AIDS; Politics of Reproduction; Marital and Family law/Kinship; Medical Anthropology; Single mothers; Vietnam and Southeast Asia

Foreign language competence: Vietnamese = 4

Overseas/field experience: Vietnam 1993-1994, 1995-1996, 2004

Recent publications:

2013 Phinney, Harriet, Khuat Thu Hong, Vu Thi Thanh Nhan, Nguyen Thi Phuong Thao, Jennifer S. Hirsch, "Obstacles to the Cleanliness of our Race: HIV, reproductive risk, stratified reproduction, and population quality in Hanoi, Vietnam." *Journal of Critical Public Health*. January. <http://dx.doi.org/10.1080/09581596.2013.846464>

2012 Hirsch, Jennifer, Holly Wardlow, and Harriet Phinney. 'No one saw us': reputation as an axis of sexual identity. In Aggleton, Peter; Boyce, Paul; Moore, Henrietta L.; and Parker, Richard, eds. *Understanding Global Sexualities: New Frontiers*. London, Routledge, pp. 91- 107.

2009 Hirsch, Jennifer, Holly Wardlow, Daniel Jordan Smith, Harriet Phinney, Shanti Parikh and Constance Nathanson. *The Secret: Love, Marriage and HIV*. Nashville, TN: Vanderbilt University Press. <http://www.vanderbiltuniversitypress.com/books/359/the-secret>

2008 Phinney, Harriet. 'Rice is Essential but Tiresome; You should get some Noodles: Doi Moi and the Political Economy of Men's Extramarital Sexual Relations and Marital HIV Risk in Hanoi, Vietnam. *American Journal of Public Health*, vol. 98, no. 4, pp. 650-660.2008

2008 Phinney, Harriet. Objects of Affection: Vietnamese Discourses on Love and Emancipation. *positions* 16(2): 329-356.

Percentage of time devoted to teaching Southeast Asian Studies courses: 50%

Courses taught: Introduction to Anthropology; Culture and the Body; Culture and Reproduction; Ethnographic Methods; Senior Synthesis: Thinking Anthropologically

POWELL, JARRAD, Professor, Cornish College of the Arts, Year of appointment: 1987. Tenured.

Education: M.A. (Music Composition), Mills College, 1987

B.F.A. (Music), Cornish College of the Arts, 1983

B.A. (English and Religious Studies), Rocky Mountain College, 1972

Overseas/field experience: Indonesia

Distinctions: Director of Gamelan Pacifica; Composer and Music Director for the contemporary dance company Scott/Powell Performance; Artistic Director for Seattle Creative Orchestra; 2005 Faculty Excellence in Teaching award, Cornish College of the Arts

Recording and Performances:

Nothing (2008) – for solo voice with piano accompaniment

Tsuki (2007) – for solo voice and Javanese gamelan

Kingdom: 1) Rain, 2) Dry Grass, 3) Rolling Thunder (2003) – for electro-acoustic media

Praying Mantis: 1) Arc, 2) Box, 3) Shroud (2002) – for electro-acoustic media

Tilt (2002) – for electro-acoustic media

Time Lines (2002) – for electro-acoustic media

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

RAFAEL, VICENTE L., Professor, Department of History. Year of appointment: 2002. Tenured.

Education: Ph.D. (History, Southeast Asia), Cornell University, 1984

M.A. (Southeast Asian History), Cornell University, 1982

B.A. (History and Philosophy), Ateneo de Manila University, 1977

Number of theses supervised in past 5 years: 2 Ph.D.; 2 M.A.

Foreign language competence: Filipino = 5; Spanish = 4; French = 1

Major fields of interest and research: Comparative colonialism; nationalism technology and modernity; translation as social practice; language, power and subjectivity; Southeast Asian studies; the politics and culture of the Philippines and Filipino Americans; race and gender in U.S. popular culture.

Overseas/field experience: The Philippines, Spain

Distinctions: Distinguished Visiting Scholar, Haverford College, 2011; Solomon Katz Distinguished Lecturer, University of Washington, 2008; Grant Goodman Prize, Philippine Studies Group, Association for Asian Studies, 2007; National Book Award in History, Manila Critics' Circle (Philippines).

Recent publications:

Under Contract, *Bastard Tongues: Translation and Historical Imagination in the Philippines and the United States*, Durham: Duke University Press.

In preparation, "The War of Translation and the Friendship Among Languages: Colonial Education, American English and Tagalog Slang, 1920s-1970s"

2014a. "Translation, American English and the National Insecurities of Empire," (Reprint of 2009a), in Alyosha Goldstein, *Formations of the American Empire*, Durham: Duke University Press.

2014b. "Becoming Reynaldo Iletto: Language, History and Autobiography," in *Philippine Studies: Historical and Ethnographic Viewpoints*, vol. 62, no.2, April 2014.

2013. "Contracting Colonialism and the Long 1970s," *Philippine Studies: Historical and Ethnographic Viewpoints*, Volume 61, Number 4, December 2013, pp. 477-494.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Comparative Colonialism; Introduction to Filipino Histories; Seminar on US empire; Seminar on Modern Southeast Asian history

RAMAMURTHY, PRITI, Professor and Department Chair, Gender, Women and Sexuality Studies; Adjunct Professor, American Ethnic Studies; Year of appointment: 1997

Education: Ph.D. (Social Science), Syracuse University, 1995

M.B.A. Indian Institute of Management, 1978

B.A. (Economics) University of Delhi, 1976

Number of theses supervised (past 5 years): 10 Ph.D.

Major fields of interest & research: Gender and International Economic Development, Agrarian Transitions, Transgenic crops, Informal Economies, Transnational and Postcolonial Feminisms

Foreign language competence: Hindi = 5, Telugu = 5

Overseas / academic / field experience: India – extensive fieldwork and consultancy

Distinctions: Senior Research Fellowship, American Institute for Indian Studies, 2006-2007 Royalty Research Fellowship, University of Washington, 2006-2007 Modern Girl Around the World Research Project,

Recent publications:

2014. "A Feminist Commodity Chain Analysis of Rural Transformation in Contemporary India," in *Routledge Handbook of Gender in South Asia*, edited by Leela Fernandes. London and New York: Routledge, 2014: 247-259.

2014. "Feminist Commodity Chain Analysis: A Framework to Conceptualize Value and Interpret Perplexity," in *Gendered Commodity Chains: Seeing Women's Work and Households in Global Production*, edited by Wilma Dunaway. Stanford: Stanford University Press, 2014: p. 38-52.

2014. "Marriage, Labor Circulation and Smallholder Capitalism in Andhra Pradesh, India" in *Marrying in South Asia: Shifting concepts, Changing Practices in a Globalising World*, eds. Ravinder Kaur and Rajni Palriwala. New Delhi: Orient Blackswan, 2014: p. 161-181.

Courses taught: Social Movements in India, Gender and Globalization, Women and International Economic Development, Feminist International Political Economy, Feminist Research Methodologies

Percentage of time devoted to teaching SE Asian Studies courses: 25%

READ, TONI, Assistant to the Director, JSIS (1 FTE). Year of appointment: 2001.

Education: B.A., University of Washington, 1999

Experience: 30 years experience in office management, executive support, and human resources administration

Contributions to Strength of Program: conduct all aspects of faculty and staff searches and hiring; ensure proper staffing needs are met in all programs and at sponsored events; represent JSIS by assisting with University-sponsored events; determine space allocation for all programs and office assignments for faculty and staff; process visa applications for international Visiting Scholars to JSIS programs; assist Director and programs with broadening visibility of JSIS across campus and the wider community

RICHEY, JEFFREY, Professor, School of Oceanography; Director, Puget Sound Regional Synthesis Model Project; Adjunct Professor, Quaternary Research Center. Year of appointment: 1974. Tenured.

Education: Ph.D. (Ecology), University of California Davis 1974

M.S.P.H. (Environmental Biology), University of North Carolina, 1970

B.A. (Biology), Stanford, 1968

Number of theses supervised in past 5 years: N/A

Foreign language competence: Portuguese = 5; French = 2

Major fields of interest and research: Biogeochemistry and hydrology of river basins; land-ocean interactions; spatial modeling and remote sensing.

Overseas/field experience: Brazil (25 years); SE Asia (5 years)

Distinctions: Principal Investigator of the Carbon in the Amazon River Experiment (CAMREX) and NASA Earth Observing System (EOSRAM) Amazon projects, the SEA-BASINS Southeast project, and project leader of the UW Puget Sound Regional Synthesis Model (PRISM)

Recent publications:

"Estimating the surface area of small rivers in the southwestern Amazon and their role in CO₂ outgassing" (2008) Rasera, M, M.V.R.

Ballester, A.V. Krusche, C. Salimon, L.A. Montebelo, S.R. Alin, R.L. Victoria, and J.E. Richey, *Earth Interactions*, 12: 1-16.

"Landscape Structure and Use, Climate, and Water Movement in the Mekong River Basin" (2008) Costa-Cabral, M.C., J.E. Richey, G. Goteti, D. P. Lettenmaier, C. Feldkötter, and A. Snidvongs, *Hydrological Processes*, 22: 1731-1746. DOI:10.1002/hyp.6740.

"Effects of land use change on the hydrologic regime of the Mae Chaem river basin, NW Thailand" (2007) Thanapakpawin, P., J.E.

Richey, D. Thomas, S. Rodda, B. Campbell, and M. Logsdon, *J. of Hydrology*, 334: 215-230.

"Towards Integrated Regional Models of Transboundary River Basins in Southeast Asia: Lessons

Launched from Waters And Watersheds" (2007) Richey, J.E., and E. Fernandes, *Journal of Contemporary Water Research & Education*, 136: 28-36.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

RIVIN, BETH, Associate Professor, School of Public Health and School of Law. Year of appointment: 1995. Tenured.

Education: M.P.H., Harvard University of Public Health, 1985

M.D., East Carolina University School of Medicine, 1982

B.A., University of North Carolina at Chapel Hill, 1976

Number of theses supervised (past 5 years): 3 M.A.

Major fields of interest and research: Health and Human Rights, International Bioethics, Policy and Law, Global Health and Justice

Foreign language competence: French = 3; Spanish = 1; Indonesian = 3; Mandarin Chinese = 1

Overseas/field experience: Indonesia-10 years of on the ground work in health and human rights; Cambodia

Distinctions: NIH Fogarty Funded Grant 2007-2011

Recent publications:

Kimball, A.M. and Rivin, B.E., "Improving Health Equity and Sustainability by Transforming Public Health Surveillance",

Transforming Public Health Surveillance, ed. McNabb, Shaikh, Park, Outani, Ferland, Singh, Conde, Memish, Elsevier, 2014.

Rivin, B.E., "FCGH can support accountability for women's right to health, invited guest blog, *Health Hum Rights*, (2013).

Rivin, B.E., "Local Measures and Accountability for Women's Health Rights", *Health Hum Rights*, in revision.

Rivin, B.E., "Natural Disasters, Inequities and a Rights-Based Governance Remedy in the Era of Climate Change", in revision.

Kelley, M., Brazg, T., Wilfond, B., Lengua, L. Rivin, B.E., Martin-Herz, S.P., Diekema, D, *Ethical challenges in research with orphans and vulnerable children: Researchers report from the field*, in revision.

Beth E. Rivin, Convention on the Rights of the Child: Promoting Human Rights in Islamic Day Schools in Indonesia, 30 *Med. & L.* 331-44 (2011).

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: Health and Human Rights H540 SIS 590; International Bioethics Social Justice and Health Seminar H506, GH 590; International Bioethics Policy and Law H511 BH 553 GH 590

ROBINSON, CABEIRI, Associate Professor, Jackson School of International Studies and Adjunct Associate Professor, Anthropology; Year of appointment: 2004. Tenure track.

Education: Ph.D. (Socio-cultural Anthropology), Cornell, 2005

M.A. (Socio-cultural Anthropology), Cornell, 1999

B.A. (Middle East and South Asian Languages and Cultures), Columbia, 1993

Number of theses supervised (past 5 years): 2 Ph.D.; 10 M.A.

Major fields of interest and research: Political Islam/comparative Muslim societies; political and legal anthropology; historical anthropology; political violence/history; memory/narrative; humanitarianism/refugees.

Foreign language competence: Urdu = 5, Dutch = 4, Hindi = 4, Pahari = 3, French = 3, Gojari = 2, Kashmiri = 1

Overseas/field experience: Pakistan, India, Trinidad & Tobago, Uzbekistan

Distinctions: 2013-14 Senior Research Fellow, American Institute of Pakistan Studies; 2013 "Most Worldly" Award, Panhellenic Association and Interfraternity Council; 2009-2010 External Faculty Fellow, Stanford Humanities Center; 2009-2010 Faculty Scholar, Simpson Center, UW (declined); 2008 Finalist, Carnegie Scholars Program; 2006 JSIS Student Service Award

Recent publications:

2014 The Dangerous Allure of Tourism Promotion as a Post-Conflict Policy in Disputed Azad Jammu and Kashmir. *Cultural Anthropology OnLine*, Hot Spots, March 24, 2014

2013 *Body of Victim, Body of Warrior: Refugee Families and the Making of Kashmiri Jihadists*. University of California Press.

2012 Too Much Nationality: Kashmiri Refugees, the South Asian Refugee Regime, and a Refugee State, 1947-1974. *Journal of Refugee Studies* 25(3):344-365.

2010 Review Essay: "Partition, Its Refugees, and Post-colonial State-Making in South Asia." *India Review* 9(1):68-86.

2010 Review of *Violence and Belonging: Land, Love, and Lethal Conflict in the Northwest Frontier Province of Pakistan*. By Are Knudsen. *Himalaya* 29(1-2):83-84.

2009 Review of Life and Words. By Veena Das. *American Anthropologist* 111(1):116-117.

2005 Review of Kashmir: Roots of Conflict, Paths to Peace. By Sumantra Bose. *Journal of Asian Studies* 64(1):218-220.

n.d.a. *Partition Refugees, Humanitarian Internationalism, and Funding Kashmiri Refugee Relief in Pakistan, 1947-1951*, (Under review with *Modern Asian Studies*).

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Political Islam and Islamic Fundamentalism, Anthropology of Religion and Political Violence, Religion Graduate Seminar, Political Islam and Contemporary Islamic Movements

RONQUILLO, THERESA, Instructional Consultant, UW Center for Teaching and Learning. Year of Appointment: 2011. Affiliate Faculty, UW School of Social Work. Year of Appointment: 2013

Education: Ph.D., University of Washington, 2008

AM, University of Chicago, 1999

BA, University of Michigan, 1996

Number of theses supervised (past 5 years): 2 M.A.

Major fields of interest and research: curricular and social transformation, critical/embodied/arts-based pedagogies, Pedagogy and Theatre of the Oppressed, creative course assignments, and community-based experiential learning, particularly arts- and performance-based practice with SE Asian immigrant and refugee communities.

Distinctions: Humanities Washington project grant, 2008-2009; Institute on the Public Humanities for Doctoral Students Fellowship, Simpson Center for the Humanities, University of Washington, September 2006; William and Marilyn Connor Graduate Fellowship, University of Washington, 2004-2005

Recent publications:

Walters, K.L., Evans-Campbell, T., Simoni, J., Ronquillo, T., & Bhuyan, R. (2006). "My spirit in my heart": Identity experiences and challenges among American Indian Two-Spirit women. *Journal of Lesbian Studies*, 10(1/2), 125-149.

Ronquillo, T.M. (1999). *Asian youth gangs: Close to home*. Advocate's Forum, School of Social Service Administration, University of Chicago, 5(2).

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Social Work Practices III: Organizational Practice; Human Behavior and Social Environment; Integrative Seminar; Special Topics in College/University Teaching

SANDJAJA, DESIANA PAULI, Senior Lecturer in Indonesian, Department of Asian Languages and Literature. Year of Appointment: 2004 .

Education: M.A., Ohio University, 1999

B.A., Atma Jaya Catholic University, Indonesia, 1994

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Indonesian language, language teaching methodology, material development

Foreign language competence: Indonesian = 5, English = 5, Mandarin Chinese = 3, Cantonese = 2, Japanese = 1, Tagalog = 1

Overseas/field experience: Language Study in China, 1994-1995

Recent publications:

July 2013, *Authentic Reading Comprehension* (<http://ayomembaca.wisc.edu/>), A collaborative project under Prof. Ellen Rafferty (PI), University of Wisconsin-Madison.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Beginning, Intermediate, and Advanced Indonesian

SCOTT, SANDRA, Payroll Coordinator (1 FTE), Year of appointment: 2009

Education: B.A. Del Mar College

Experience: more than 10 years experience with UW payroll, formerly a payroll coordinator for Civil and Environmental Engineering

Contributions to Strength of Program: ensure that grants are current to fund research and other operations; communication with faculty, staff, and students regarding payroll deadlines; liaison between JSIS and UW Payroll Office

SEARS, TIKKA, Outreach Coordinator, Southeast Asia Center, JSIS. Year of appointment: 2004

Education: B.A. (Drama), University of Washington, 1999

Certificate in Documentary Video Production, University of Washington, 2004

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Contemporary and traditional performing arts and theater of Indonesia, documentary production, multimedia performance, Indonesian mask dance, puppetry and storytelling, oral history based theater projects and community engaged theater, interactive theater as pedagogy, diversity, equity and inclusivity professional development.

Foreign language competence: Indonesian = 4; Spanish = 2

Overseas/field experience: Indonesia—Fulbright Artist Grant (19 months) 2002-2003; Indonesia—5 other visits for different lengths of time—5 years; Indonesia-Center For World Music, arts program participant; India, Thailand, Vietnam, Singapore—Travel and Research; Nicaragua, Belize, Guatemala, Chile, Argentina—Travel

Recent Activities and Performances: Co-Founder and Co-Director, Interactive Theater as Pedagogy Project UW Center for Teaching and Learning

Lead Faculty, Staff and Graduate Student Learning Communities on Equity and Inclusivity

Keynote presenter for UW Tacoma Diversity Summit

Design and Implement other faculty, departmental, staff and graduate student workshops and professional development

Memory War Theater Project, Artistic Director and Founder. (2006-present) performances with SEA content at On the Boards 2007, and Bumbershoot 2008, and The Ethnic Cultural Theatre 2009.

Franklin High School Southeast Asia Oral History Drama Residency. (2004-2007)

Seattle Mayor's Office of Arts and Cultural Affairs Grant Selection Committee Member for Youth Arts Funding 2010

Grant Selection panelist for Jack Straw Foundation and Artist Trust

Seattle Asian Art Museum Guest performer 2005 & 2007

Bainbridge Island Arts & Education Consortium Teaching Artist 2005-present

Washington Public Libraries and Artist in the Schools Residency on Indonesian Performance

Teater Payung Hitam, company collaborator, Indonesia, 2002-03

Distinctions: Grant recipient for multimedia theater projects which incorporate SEA content from Humanities Washington; Difficult Dialogues, Ford Foundation; Artist Trust; Seattle Mayor's Office of Arts and Cultural Affairs; 4 Culture, (2006-2012)

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Oral Histories, Community Connections, Performing Stories, 100% SEA content, Fall '08 and Spring '09; Theater, History, Memory, co-taught with L. Sears, 100% SEA content, 2011 and 2013; Interactive Theater As Pedagogy Project, 25-50% SEA content, 2011-2015.

SPARKE, MATTHEW, Associate Professor, Department of Geography and Jackson School of International Studies. Year Appointed: 1996. Tenured.

Education: Ph.D. (Geography), University of British Columbia, 1996

M.A. (Geography), University of British Columbia

B.A. (Geography), University of Oxford, Hertford College, Congratulatory First, 1989

Number of theses Supervised in last 5 years: 21 Ph.D.; 5 M.A.

Major fields of interest and research: Globalization, Global Health, Geography of Global Health Initiatives

Foreign language competence: French 3

Overseas/field experience: United Kingdom 1967-1989, Canada, 1989 -1994

Distinctions: University of Washington, Distinguished Teacher Award, 2007; Award for 'Most Worldly Professor' from the Panhellenic Association, 2007; Award for Excellence in Undergraduate Teaching, Dept. of Geography, 2005; National Science Foundation, CAREER award, 2000-2005; Marc Lindbergh Center; 2004-2005 Simpson Center for the Humanities, as a consultant to Mark Patterson, 2005; Marc Lindbergh Center, 2003; Nomination for Center for Advance Study in the Behavioral Sciences, 2001, Stanford

Recent publications:

2005, *In the Space of Theory: Postfoundational Geographies of the Nation-State*, Minneapolis: University of Minnesota Press.

Contract Signed, *Introduction to Globalization: The Ties That Bind*, Oxford: Blackwell.

Contract Signed, *The Blackwell Dictionary of Globalization*, Oxford: Blackwell.

2009, "On denationalization as neoliberalization: Biopolitics, class interest and the incompleteness of citizenship," *Political Power and Social Theory*, v. 20

2008, "Political Geographies of Globalization (3): Resistance," *Progress in Human Geography*, 32 (1): 1 – 18.

2007, "Geopolitical Fear, Geoeconomic Hope and the Responsibilities of Geography," *Annals of the Association of American Geographers* 97 (2): 338 – 349. Also being reprinted in Klaus Dodds, ed. *Geopolitics*, Sage: London, 2009.

2007, "Everywhere but always somewhere: Critical geographies of the Global South," *The Global South*, 1(1): 117 – 126.

2006, "A Neoliberal Nexus: Citizenship, Security and the Future of the Border," *Political Geography*, 25 (2) 2006: 151 – 180.

2006, "Political Geographies of Globalization: (2) Governance," *Progress in Human Geography* 30, 2 (2006): 1 - 16.

Percentage of time dedicated to SE Asian Studies courses: 25% or less

Courses taught: Introduction to Global Health; Introduction to Globalization; Justice and Health

SUNARDI, CHRISTINA, Assistant Professor, Department of Music. Year Appointed: 2008. Tenured.

Education: Ph.D. Music, University of California, Berkeley, 2007

M.A. Music, University of California, Berkeley, 2003

B.A. Music, University of California, San Diego, 2000

Number of theses Supervised in last 5 years: 1 Ph.D.

Major fields of interest and research: Performing Arts (Music and Dance) of Java, Indonesia

Foreign language competence: Indonesian 4, Javanese 2, and Dutch 1

Overseas/field experience: Annual visit to Indonesia since 1997-2011, 2013

Recent publications:

Stunning Males and Powerful Females: Gender and Tradition in East Javanese Dance. University of Illinois Press, forthcoming.

2013. "Complicating Senses of Masculinity, Femininity, and Islam Through The Performing Arts in Malang, East Java." In *Performance, Popular Culture, and Piety in Muslim Southeast Asia*. Edited by Timothy P. Daniels, 135-160. New York: Palgrave Macmillan.

2011. "Negotiating Authority and Articulating Gender: Performer Interaction in Malang, East Java." *Ethnomusicology* 55/1: 31-54.

2010. "Making Sense and Senses of Locale Through Perceptions of Music and Dance in Malang, East Java." *Asian Music* 41/1: 89-126.

Percentage of time dedicated to SE Asian Studies courses: 50%

Courses taught: Music 445 - Performing Senses of Self in Indonesia and Beyond; Music 160 - American Folk Music; Music 162 - American Popular Music; MUSAP 389/589 - World Music; MUSEN 411/511 - Gamelan Ensemble

TOKUNO, KYOKO, Senior Lecturer, East Asian Religions, Jackson School of International Studies, Year of appointment: 2002.

Education: Ph.D. (Buddhist Studies), University of California, Berkeley, 1994

M.A. (Chinese Language & Literature), University of California, Berkeley, 1983

B.A. (Linguistics), University of California, Berkeley, 1979

Number of theses supervised (past 5 years): 14 M.A., 4 Ph.D.

Major fields of interest & research: Chinese & Japanese religions, pre-modern Buddhist scriptures

Foreign language competence: Japanese = 5, Chinese = 4, French = 3, Sanskrit = 3, Pali = 3

Overseas/ field experience: UK, Paris, China, Japan, India, Cambodia, Korea, Vietnam, Indonesia

Distinctions: 2004, 2006, 2008 China Studies Faculty Research Grant; 2005 Japan Studies Faculty Research Grant

Recent Publications:

Byways in Chinese Buddhism: The Book of Trapusa and Indigenous Scriptures. Kuroda Institute Studies in East Asian Buddhism Series, U Hawaii Press (accepted for publication).

"Is Religious Violence Inevitable?" *Journal for the Scientific Study of Religion* 43:3 (2004): 291-296. [with J. Wellman]

Percentage of time devoted to teaching South Asian Studies courses: 25% or less

Courses taught: Religion in Japan, World Religions, Religion in China, Perspectives in Comparative Religion, Topics in Buddhist Studies; Topics in East Asian Religion.

TOLLEFSON, JAMES W., Emeritus Professor, Department of English. Year of appointment: 1980. Tenured.

Education: Ph.D. (Linguistics), Stanford University, 1978

M.A. (English), Purdue University, 1973

B.A. (English), Seattle University, 1971.

Number of theses supervised (past 5 years): 3 Ph.D.

Major fields of interest and research: Language policy and language planning, sociolinguistics, second language acquisition. Southeast Asian refugees.

Foreign language competence: Slovenian = 2, Serbo-Croatian = 2

Overseas/field experience: Philippines: 1983-84, 1985-86; Thailand: 1986-87; Yugoslavia: 1976-77, 1980, 1986, 1988, 1990, 1995; Slovenia: 1986, 1990, 1994; Japan 1999, 2001-03, 2004-05.

Distinctions: Fulbright-Hays Research Fellowship, University of Ljubljana, Yugoslavia, 1980. Fulbright-Hays Lecturer, University of Ljubljana, Yugoslavia, 1977-77. Annual Faculty Lecturer, 2001.

Recent Publications:

Language Policies in Education: Critical Issues. (edited volume). Mahwah, NJ: Lawrence Erlbaum, 2002.

Medium of Instruction Policies: Whose Agenda? Which Agenda? (co-editor: Amy B.M. Tsui). Mahwah, NJ: Lawrence Erlbaum, 2004.

Language Policy, Culture and Identity in Asian Contexts (co-editor: Amy B.M. Tsui). Mahwah: Lawrence Erlbaum, 2007.

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Research Methods in Second-Language Acquisition; Language and Social Policy

TUCK, LAURA, Thai Cataloger (Library Specialist I, .5 FTE), International Studies Cataloging Section / Monographic Services Division, Year of Appointment: 2006.

Education: Advanced Study of Thai Program, Chiang Mai University, Chiang Mai, Thailand, 2005

Certificate in Information & Library Technology, Lake Washington Technical College, Kirkland, WA, 1997

B.A. (Cultural Anthropology and Japanese Language & Literature), University of Washington, Seattle, WA, 1991, Graduated magna cum laude

University of Washington Exchange Student, Aoyama Gakuin University, Tokyo, Japan, 1988-89

Distinctions: Member of Phi Beta Kappa

Work Experience: Assistant to Head of Southeast Asia Section (Library Technician III), SE Asia Section / International Studies Department, University of Washington Libraries, October 2003 – April 2007.

TURNER, BICH-NGOC, Lecturer, Department of Asian Languages and Literature, Year of appointment: 2014.

Education: Ph.D. (American Studies), University of Hawai'i, 2011

M.A. (American Studies), University of Hawai'i, 2002

B.S. (English), Hanoi University, 1994

Foreign language competence: Vietnamese = 5

Overseas/field experience: Vietnam

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Beginning, Intermediate, and Advanced Vietnamese

VAN FLEET, SARA, Associate Director, Southeast Asia Center, JSIS. Year of appointment: 1999.

Education: Ph.D. (Anthropology), University of Washington, 1998

M.A. (Anthropology), University of Washington, 1990

B.A. (Anthropology), Reed College, Oregon, 1984

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Gender, media, popular culture, social change

Foreign language competence: Thai = 3

Overseas/field experience: Thailand, Laos, Viet Nam, Burma 1992-94; Burma, Indonesia, Philippines, Thailand, 1988; Philippines, 1985

Recent publications:

"Everyday Dramas: Television Soap Operas in Thailand." *Education About Asia* 8:1 (Spring 2003).

"Everyday Dramas: Television and Modern Thai Women" Ph.D. Dissertation, 1998.

"Consuming Images: Beauty and the 'Modern Woman' in Chiang Mai City." Paper presented at the 95th Annual Meeting of the American Anthropological Association, San Francisco, CA, Nov. 20-24, 1996.

"Female Television Viewers, Commodification and Desire in Thailand." Paper presented at the Biannual Colloquium for the NW Regional Consortium for SE Asian Studies, Seattle, Washington, Feb 24, 1996.

"Prime-Time Dramas: Television, Gender and Desire in Thailand's Urban North." Paper presented as part of the University of Washington SE Asian lecture series, Seattle, Washington, Dec 4, 1995.

"After Bloody May: The Situation in Chiang Mai City," in *Seaspan*, Vol. VI, No. 2 (Winter 1993).

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less.

Courses taught: Introduction to UW Southeast Asian Studies for Incoming Graduate Students.

WARREN, JONATHAN W., Associate Professor, Latin American and International Studies; Chair and Director, Latin American Studies Program, Year of appointment: 1997. Tenured.

Education: M.A. and Ph.D. Sociology, University of California, Berkeley, 1997

B.A. in Psychology and German, Michigan State University, 1987

Number of theses supervised (past 5 years): N/A

Major fields of interest/research: race, ethnicity and nation, economic development, cultural studies, research methods.

Countries/regional interests: Brazil, Latin America, Vietnam

Foreign language competence: German = 3; Portuguese = 5; Spanish = 3; Vietnamese = 1; Italian = 1

Overseas/field experience: Germany 1985-87; Spain 1988; Brazil 1992, 1995, 1997, 1999, 2002, 2003, 2005; Vietnam 2001, 2004, 2006, 2008; Switzerland (Ticino) 2001, 2004; led UW Brazil summer program 2003 and '05

Distinctions: Faculty Research Grant in Vietnam, 2003; Luce Fellow, 2003; The Asia Foundation, 2003; John Hope Franklin Center Award, Duke University, 2001; Student Service Award, International Studies, University of Washington, 2000; Special Jury Award, American Psychological Association for the film *Just Black?* 1993

Publications:

Under review, *The Socio-cultural Foundations of Development: Vietnamese and Brazilian Modernities in Comparative Perspective*.

"Contributions of Racial-Ethnic Reclassification and Demographic Processes to Indigenous Population Resurgence: The Case of Brazil" in *Latin American Research Review*, Vol 43, No 2: 7-33. Co-authored with Stephen G. Perz and David P. Kennedy, 2008

"Race and Ethnic Studies in Latin America: Lessons for the United States," *Impulso*, Vol 45, No. 18: 29-45. Co-authored with Christina Sue, 2007

"Serendipitous Passions." In *Viet Nam Now: Contemporary Paintings from Hanoi*. Edited by Dang Xuan Hoa and Pho Hong Long. Hanoi: Fine Art Publishing House, 2005

"Socialist Saudades: Lula's Victory and the Anti-Race Left in Latin America." In *The Struggle for Indigenous Rights in Latin America*. Edited by Nancy Grey Postero and Leon Zamosc. Sussex Academic Press, 2004

Racial Revolutions: Antiracism and Indian Resurgence in Brazil. Duke University Press, 2001

Racing Research/Researching Race: Methodological Dilemmas in Critical Race Studies. New York University Press. Co-edited with France Winddance Twine, 2000

Percentage of time devoted to teaching SE Asian Studies courses: 25% or less

Courses taught: Alternative Modernities; Social Change in Latin America; Development in Latin America; Cultures Of Development: Latin America In Comparative Perspective; Routes to Modernity

WILLIAMS, NATHALIE, Assistant Professor, Jackson School of International Studies and Sociology; Year of appointment: 2012
Education: Ph.D. (Sociology), University of Michigan, 2009
 B.Sc. (Mathematics), University of Puget Sound, 1998
Number of theses supervised (past 5 years): N/A
Major fields of interest & research: Social Demography, Migration, Armed Conflict, Natural Disasters and Climate Change, Mental Health, Research Design and Survey Data Collection.
Foreign language competence: Japanese = 2, Khmer = 3, Tibetan = 1
Overseas / academic / field experience: Nepal, India, Thailand, Japan.
Distinctions: Postdoctoral Award for Research Excellence, University of North Carolina at Chapel Hill (2011); Best Student Paper, American Sociological Association, Population Section (2009); Innovation in Social Research Award, Institute for Social Research, University of Michigan (2008-09).
Recent Publications:
 Williams, Nathalie E., Arland Thornton, and Linda Young-DeMarco. 2014. Migrant Values and Beliefs: How are They Different and How do They Change? *Journal of Ethnic and Migration Studies* 40(5): 796-813.
 Axinn, William G., Dirgha J. Ghimire, Nathalie E. Williams, and Kate M. Scott. 2013. Gender, Traumatic Events, and Mental Health Disorders in a Rural Asian Setting. *Journal of Health and Social Behavior* 54(4): 444-461.
 Walsh, Stephen J., George P. Malanson, Barbara Entwisle, Ron R. Rindfuss, Peter J. Mucha, Benjamin W. Heumann, Philip M. McDaniel, Brian G. Frizzelle, Ashton M. Verdery, Nathalie Williams, Yao Xiaozheng, and Deng Ding. 2013. *Design of an Agent-Based Model to Examine Population-Environment Interactions in Nang Rong District, Thailand*. *Applied Geography* 39:183-198.
 Williams, Nathalie E. 2013. How Community Organizations Moderate the Effect of Armed Conflict on Migration in Nepal. *Population Studies*, 67(3): 353-369
Percentage of time devoted to teaching SE Asian Studies courses: 25% or less
Courses taught: Introduction to Statistics; Introduction to Social Research Methods.

WILSKIE-KALA, MOLLY, Program Coordinator, South Asia Studies (25% FTE); Southeast Asian Studies (25% FTE); appointed 2011.

Education: Masters in Public Administration University of Washington, in progress
 BA (Comparative Religion and Asian Studies-South Asia focus) University of Washington, 2004
Foreign language competence (1-5 scale): Tamil = 2, Japanese = 1
Experience: Three years as Program Coordinator with the South Asia and Southeast Asia Centers in the Jackson School of International Studies; three years as Program Officer with Prosthetics Outreach Foundation working in Vietnam, Sierra Leone, and Bangladesh; two years as Language Specialist Team Lead at Microsoft in Bangalore, India.
Contributions to Strength of Program: Compile and maintain statistical data for NRC reports and grant applications. Produce annual and quarterly curriculum information for graduate and undergraduate students, and for faculty use. Make travel and lodging arrangements for visiting faculty and dignitaries, process reimbursements. Develop and design promotional materials for center events and courses. Keep minutes for faculty meetings.

WIN, THAN THAN, Instructor, Jackson School of International Studies. SEASSI Burmese Language Coordinator. Year of appointment: 2005

Education: Ph.D., Northern Illinois University, 1998

M.A., Northern Illinois University, 1991

B.A., University of Rangoon, 1983

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: English linguistics, accents

Foreign language competence: Burmese = 5

Overseas/field experience: Burma

Recent Publications:

"Progressive in Typological Perspective." *Languages in Contrast*. (Co-authored with Pustet, R. and Juliana Wijaja), pp. 177-227, 2006.

Blood Bond. Center for Southeast Asian Studies, University of Hawaii at Manoa. (2004) (translation of a Burmese novel)

"An Umbrella". *Virtual Lotus: Modern Fiction of Southeast Asia*. (Ed.) Teri Shaffer Yamada. (translation). Ann Arbor: University of Michigan Press, 2002. pp. 18-24.

"In A Daze". *Golden Padauk: An English and Burmese Language Literary Magazine*. Vol. 1(1):7. (translation of a poem).

"So Close Yet So Far Away". *Golden Padauk: An English and Burmese Language Literary Magazine*. Vol. 1(3):3-5. (translation of a short story by Janeh Gyaw Ma Ma Lay).

"Going to America: I always wear my longyi." *Asiaweek*. 19.51 (1993): 64-75.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Beginning and Intermediate Burmese

YANG, ANAND A. Director, South Asia Center, and Tamaki Professor, International Studies, Henry M. Jackson School of International Studies, and Professor of History, Year of appointment: 2002

Education: B.A. (History), Swarthmore College, 1970

Ph.D. (History), University of Virginia, 1976

Number of theses supervised (past 5 years): 3 Ph.D., 3 M.A.

Major fields of interest & research: Migration, peasants, imperialism and colonialism, comparative and world history, human security, South Asia, Southeast Asia, East Asia, comparative Asia

Foreign language competence: Hindi = 5, Urdu = 5, Chinese = 3, Spanish = 2, French = 2

Overseas/field experience: India, 1974-75, 1984-85, 1994-95, brief visits, 2012, 2013

Distinctions: President of the Association for Asian Studies (2006); President, World History Association (2008-10), Board of Directors of the American Council of Learned Societies (2006-10); Executive Committee of the Association of Professional Schools of International Affairs and Advisory Board Member of the Council for International Exchange of Scholars (2006-present); Editor of the *Journal of Asian Studies* (1995-2000) and the *Journal of Peasant Studies* (1981-1994).

Recent Publications:

Empire of Convicts, book manuscript, forthcoming

(with Kamal Sheel and Ranjana Sheel), annotated translation of Gadhadar Singh's *Thirteen Months in China*, forthcoming

"China and India are One: A Subaltern's Vision of 'Hindu China' during the Boxer Expedition of 1900-1901," in *Asia Inside Out: Critical Times*, eds. Eric Tagliacozzo, Helen Siu, Peter Perdue. Cambridge: Harvard University Press, forthcoming.

"Mobilizing Convict Bodies: Indian Convict Workers in Southeast Asia in the Early Nineteenth Century," in *The Hidden History of Crime, Corruption, and States*, ed. Renate Bridenthal. New York: Berghahn Books, 2013.

2010 "Asian Studies Past, Present, and Future," *Asia Policy* 9: 21-25.

2007 "Bandits and Kings: Moral Authority and Resistance in Early Colonial India," *The Journal of Asian Studies* 66, 4: 881-96.

2007 "A Subaltern's China: An Indian Soldier's Account of the Boxer Uprising and the World in 1900-1," in *The Boxers, China, and the World*, eds. Robert Bickers and R. G. Tiedemann. Lanham, Md.: Rowman & Littlefield.

2005 *Interactions: Transregional Perspectives on World History*. Honolulu: University of Hawaii Press, co-editor (with Jerry Bentley and Renate Bridenthal).

1998 *Bazaar India: Peasants, Traders, Markets and the Colonial State in Gangetic Bihar, 1765-1947*. Berkeley and Los Angeles: University of California Press, 1998. New Delhi: Munshiram Manoharlal, 2000.

Percentage of time devoted to teaching SE Asian Studies courses: 50-100%

Courses taught: SIS 200, States and Capitalism; SIS 495, Task Force on Migration; SIS 495, Task Force on US Policy Towards Afghanistan; JSIS A 508, Seminar on South Asia; HSTAS 403, Nineteenth Century India; HSTAS 404, Twentieth-Century South Asia

YIN, LUOTH, Lecturer in Khmer, The Jackson School of International Studies, Year of Appointment: 2010

Education: B.A. Seattle University, Seattle, WA 1986

Number of theses supervised (past 5 years): N/A

Major fields of interest and research: Khmer language, Khmer culture and literature, poetry, Certified Translator, 2011, Certified Medical Interpreter, 2011

Foreign language competence: Khmer = 5, English = 5

Overseas/field experience: Under Secretary of State, Ministry of Religion, Cambodia. July 2004-July 2008; Assistant to the President of the National Assembly, National Assembly, Cambodia. January 2000-June 2003; Project Director, Social Services of Cambodia, Phnom Penh, Cambodia. August 1992-December 1999 (Funded by USAID). Developed curriculum and monitored training of Trainers Program, including directorial duties such as preparing and submitting written reports to the funding sources.

Distinctions: Received Editor's Choice Award (1998) from The National Library of Poetry in the United States.

Percentage of time devoted to teaching SE Asian Studies courses: 100%

Courses taught: Beginning and Intermediate Khmer

Appendix 4: PMF

1. Project Goal Statement: Increase by 10% the number of students graduating from UW with advanced proficiency in Khmer									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 10% Khmer enrollments at the intermediate level in years 1 & 2	A1. Establish clear course listings for Khmer language A2. Disseminate course information to potential students across A&S, and professional schools								
B. Increase by 10% Khmer enrollments at the advanced level in years 3 & 4	B1. Provide professional development for Khmer instructor to develop curriculum materials B.2 Establish Advanced Khmer course								

1. Project Goal Statement: Institutionalize Asian Studies Curriculum Modules at Highline Community College									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 10% the number of Highline CC faculty interested in teaching about SEA	A1. Offer Course Dev Awards to Highline faculty for SE Asia courses A2. Identify UW faculty to work with CC faculty A3. Provide CC faculty access to UW library and research materials								
B. Increase by 10% the number of Highline CC SEA courses, years 3 & 4	B. Provide professional dev. Opps for CC faculty to broaden their knowledge of SEA								

1. Project Goal Statement: Increase by 1 the number of teachers with language proficiency for the Highline Vietnamese Dual-Language School Program									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase teacher outreach to recruit teachers with Vietnamese and Dual-language capacity to attend trainings	A1. Identify appropriate teachers for the school A2. Outreach to Bi-Lingual Teachers and College of Education to add proficiency skills								
B. Increase each new teacher’s language proficiency annually	B1. Proficiency training for Dual Language School teachers B2. Develop K-8 VN language materials B3. Review Grade Level Language Standards B3.Area studies training for Dual Language School teacher								



Office of the President

MS 1-1
P.O. Box 98000
Des Moines, WA 98198-9800

June 12, 2014

Dr. Laurie Sears
Professor of History
Director, Southeast Asia Center
JSIS, University of Washington
Seattle, WA 98195

Re: Letter of Support for Collaborative Project between Highline Community College
and the University of Washington

To: Laurie Sears, Anand Yang, Bill Lavelly, Sara Curran, and Scott Radnitz:

It is my pleasure to submit this letter in support of the participation of Highline Community College in the "Global Competencies in 21st Century Asian Studies, 2014-2018," a collaborative project with the University of Washington Title VI National Resource Center Asia and International Studies colleagues. Each of our institutions has considerable international experience and strong institutional support for this project. The process has been a collaborative one so far with the Asia Centers willing to integrate efforts on a four-year plan that speaks to the needs of innovative Community College faculty.

Our UW colleagues are aware of the recent recognition that Highline has received as a recipient of the AACC Award of Excellence for Advancing Diversity, and by engaging external colleagues, it is hoped that increased awareness will provide additional successful strategies. In so doing, our institutions can further develop a shared commitment to providing access to higher education for underserved populations and for creating campus communities that value diversity and global understanding. Highline Community College already has ongoing Asia Programs with Indonesia and China, and in future, we look forward to engaging with Japan and Korea as well as the Islamic parts of South and Central Asia.

Highline Community College in Des Moines is located in South King County, a neighborhood where many Asian Americans from Southeast and East Asia reside, and it serves a highly diverse student population, many of whom have backgrounds linked to Asian Studies.

We are pleased that our UW colleagues are aware of our faculty needs for professional development opportunities as well as course development opportunities with UW faculty colleagues as collaborators. Highline faculty are leaders in the development of curriculum in cultural competencies and these combined experiences will prove beneficial for both institutions to further global understanding in higher education. To implement this initiative, it is proposed that a Project Steering Committee made up of three faculty and staff from both Highline Community College and the University of Washington will be able to initiate discussions of how to develop various modules. We look forward to institutionalizing



June 25, 2014

**Suquamish Museum
Board of Directors**

Robin Sigo,
President

Marilyn Wandrey,
Vice President

Rebecca Purser

Leonard Forsman

Peg Deam

Francis Jackson

Patricia Baillargeon

Museum Director

Janet Smoak

Laurie J. Sears, Director
Southeast Asia National Resource Center
Jackson School of International Studies
University of Washington
Seattle, WA 98195

Dear Laurie Sears and Peter Lape:

I wish to express our enthusiastic support for the proposed cultural exchange the collaboration with the University of Washington Southeast Asia Center and the Burke Museum of Natural History and Culture will allow Suquamish Tribal and community members. We have worked with Peter Lape of the Burke Museum this past year on a grant from Museums Connect. This produced an exciting partnership with the Sibaltan peoples of Palawan Island, Philippines. We would be excited to continue this work with the Title VI funded Southeast Asia National Resource Center and move the focus to include boat-building among the Northwest Suquamish Tribe and the peoples of Bali, Indonesia in addition to the Palawan peoples. We hope to continue to use this new collaboration as a chance to continue our interest in storytelling and cultural preservation that we might shape into a new Museum exhibit.

The trip that the representatives of our community took to the Philippines and the return visit from the Palawan peoples to our own Tribal community was a wonderful experience for all of the people who participated. We look forward to seeing the Balinese boats that the Burke Museum has and to meeting the master craftspeople from Bali who might visit our Museum.

Thank you for asking us to work with you again on another collaboration with the Burke Museum and we are happy that the Southeast Asia National Resource Center will now be an active partner. Empowering Suquamish Tribal members, especially our youth, to engage in learning and decision making roles regarding cultural heritage is very important to the Museum and Historic Preservation departments of the Suquamish Tribe.

Sincerely,

Janet Smoak, Museum Director

June 13, 2014

Laurie Sears, Director
Southeast Asia Center
Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, WA 98195

Dear Professor Sears:

My name is PhượngChi Nguyễn of Fire 2b Kindled, LLC. As an educational consultant, I am currently working with Highline Public Schools to build their Vietnamese Dual Language Program, second in the nation and first in the West Coast.

The Highline Public Schools serves a neighborhood where many Asian Americans from Southeast Asia reside. Highline successfully implemented a Kindergarten Vietnamese Dual Language Program in 2014-15 and will continue to build capacity and add a new grade level each year. Being a pioneer in Vietnamese Dual Language program means the need is great in all areas of learning and teaching, including teachers to teach new grade levels.

I'm pleased to collaborate with the University of Washington's Title VI Southeast Asia National Resource Center on a four-year plan (2014-2018) that addresses the current and future needs of the Highline Public Schools around Vietnamese language proficiency training for current and future teachers.

The collaboration with the University of Washington Southeast Asia Center will be an important step toward creating a pipeline of language teaching professionals to serve the critical needs of the Highline Public Schools community. I've also been working in partnership with several other existing, newly formed, and Board approved Vietnamese Dual Language programs in Texas, Oregon, and California around the professional development need of these specialized K-12 language teachers. I am hopeful that this collaboration with the Southeast Asia Center will not only serve teachers in Washington State but also have an impact on teachers across the nation. The University of Washington Southeast Asia Center Vietnamese language and area studies expertise will be instrumental in training and building a cohort of Vietnamese Language teachers.

In addition, I also hope to work with the University of Washington Southeast Asia Center to submit a Fulbright-Hays Group Project Abroad Short-term Seminar and Curriculum Development Project in 2015 to build K-12 teachers and administrators' capacity for teaching Vietnamese.

I look forward to working with you over the next four years on developing the K-12 Vietnamese language program, instruction materials and professional development opportunities for the hard-working educators that will be offering Vietnamese language instruction and Southeast Asian area studies expertise in this underserved community.

Sincerely,



PhượngChi Nguyễn
Language and Learning Consultant
Fire 2b Kindled, LLC